DOCUMENT RESUME

ED 420 185 FL 025 285

TITLE	Language Coordinators Resource Kit. Section Eight: Pre-Service Training.
INSTITUTION	Peace Corps, Washington, DC. Information Collection and Exchange Div.
REPORT NO	T0098
PUB DATE	1998-02-00
NOTE	108p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
CONTRACT	PC-896-0537
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Class Activities; Classroom Techniques; Formative Evaluation; Grouping (Instructional Purposes); Independent Study; *Instructional Development; *Languages for Special Purposes; Lesson Plans; Multilingualism; Objectives; *Program Administration; Program Design; *Program Development; Public Agencies; Recordkeeping; School Community Relationship; Second Language Instruction; *Second Language Programs; *Second Languages; Student Attitudes; Student Evaluation
IDENTIFIERS	*Peace Corps

ABSTRACT

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section focuses on design and development of pre-service language training programs for the overseas post. An introductory chapter gives an overview of the guide's content and offers suggestions for identifying Pre-Service Training (PST) development needs for the post and for scheduling language coordinator tasks during PST. Subsequent chapters discuss: pre-PST planning and preparation, including a planning checklist and supply list; PST design and implementation, including establishment of goals, descriptions, and schedules, organizing lesson plans, integration of language training with other components and sectors, teaching multiple languages in a multilingual context, grouping trainees for instruction, encouraging independent language learning, allowing for trainee preferences, using the community (community contact activities, village homestays, site visits) for language training, incorporating new training models such as community based PST, and selecting training activities; ensuring ongoing evaluation during PST; and writing post-PST final reports. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FL

ED 420 185

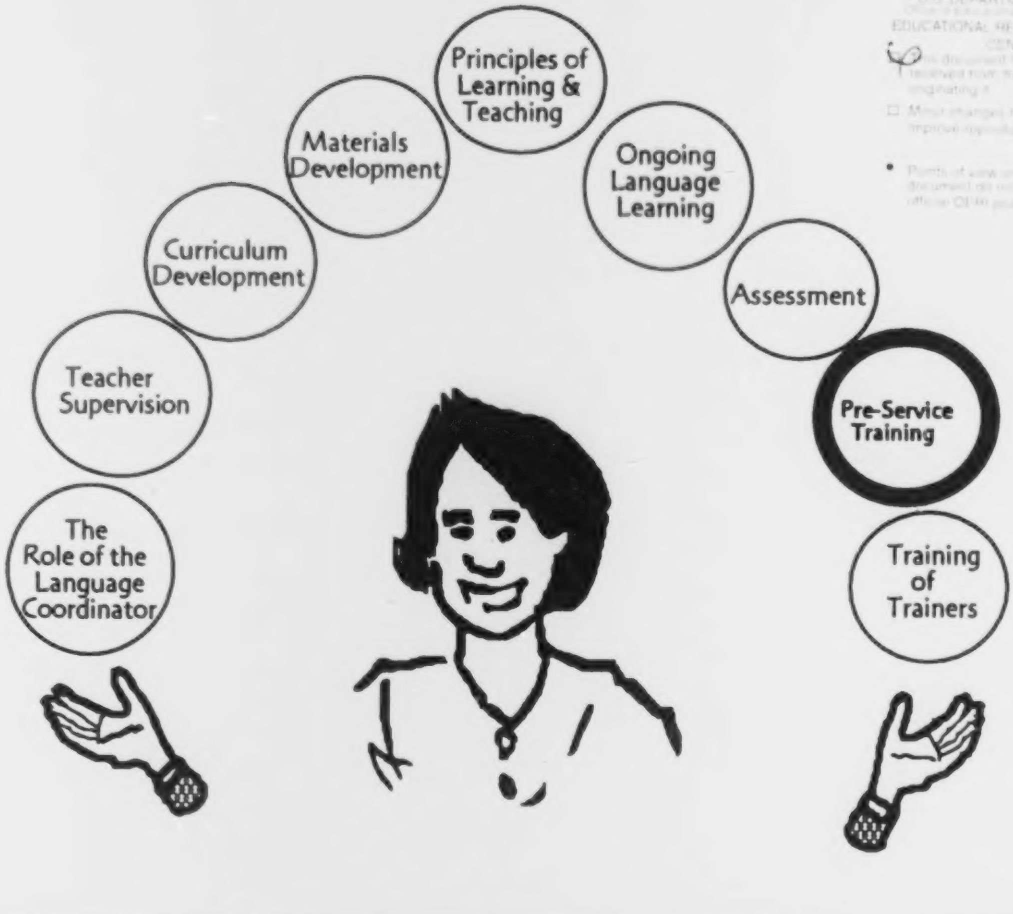
LC RK

LANGUAGE COORDINATORS RESOURCE KIT

SECTION EIGHT

PRE-SERVICE TRAINING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.


The Role of the Language Coordinator
Teacher Supervision
Curriculum Development
Materials Development
Principles of Learning & Teaching
Ongoing Language Learning
Assessment
Pre-Service Training
Training of Trainers

Peace Corps
Information Collection and Exchange (ICE)
TOO98

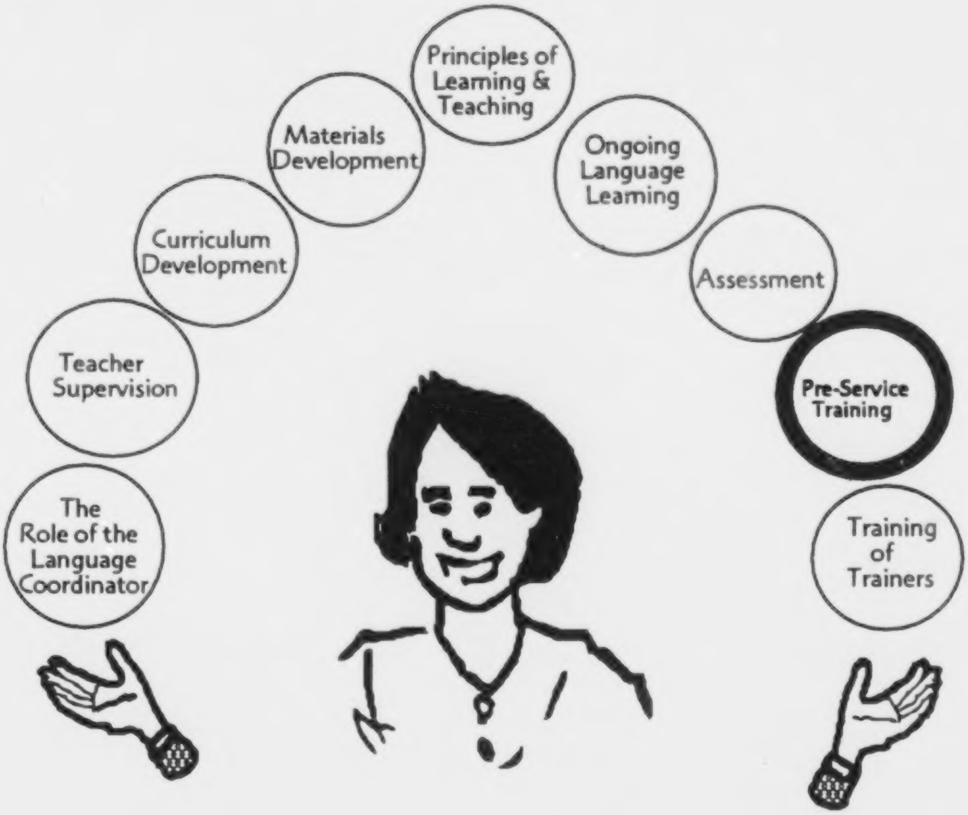
FL 025275

LC
RK

LANGUAGE
COORDINATORS
RESOURCE
KIT

SECTION EIGHT

PRE-SERVICE TRAINING


The Role of the Language Coordinator
Teacher Supervision
Curriculum Development
Materials Development
Principles of Learning & Teaching
Ongoing Language Learning
Assessment
Pre-Service Training
Training of Trainers

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0098
February 1998

INFORMATION COLLECTION AND EXCHANGE

Peace Corps' Information Collection and Exchange (ICE) makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE collects and reviews training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

Information about ICE publications and services is available through

Peace Corps
Information Collection and Exchange
1990 K Street, NW - 8th Floor
Washington, DC 20526

Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up-to-date, innovative problem solving techniques and information available to you and your fellow development workers.

ACKNOWLEDGMENTS

The Peace Corps acknowledges the special efforts of the following people in the writing, selection, compiling, editing, and design of the materials in this resource kit: Mihaela Bobeica, Joe Byrnes, Motomoke Eomba, Ana Maria Flecha, Douglas Gilzow, Daulat Karki, Zoya Lubenova, Dominik Lukes, Margaret Malone, Paz B. Meman, Simon Njure, William Perry, Larry Statan, Stephen Thewlis, and Silvia Valencia.

Prepared for Peace Corps under contract number PC-896-0537.

The Peace Corps also wishes to express its appreciation to the authors for permission to reprint the following: "The Language Learner's Proficiency Scale", © 1989 by Terry Marshall, from *The Whole World Guide to Language Learning*, published by Intercultural Press, Inc.; "Strategy Inventory for Language Learning", Version 5.1, © 1990 by Rebecca Oxford, from *Language Learning Strategies: What Every Teacher Should Know*, published by Heinle & Heinle Publishers.

LANGUAGE COORDINATORS RESOURCE KIT
SECTION 8.
PRE-SERVICE TRAINING

1. INTRODUCTION

Section Overview
Pre-Service Training 1
What Needs To Be Done
Identifying PST Development Needs for Your Post 4
Time Line
Suggested Schedule for Language Coordinator Tasks During PST 6

2. PRE-PST PLANNING AND PREPARATION

How To Do It
Pre-PST Planning And Preparation 9
Samples from the Field
PST Planning Checklist 11
PST Supply-List for Language Training 13

3. PST DESIGN AND IMPLEMENTATION

Overview
PST Design Issues 14

• PROGRAM DESIGN: GOALS, DESCRIPTIONS AND SCHEDULES

How To Do It
Program Descriptions 18
Schedules 20
Samples From The Field
Program Description 21
Program Schedules 23

• ORGANIZING LESSON PLANS

How To Do It
Writing Lesson Plans 26
Samples From The Field
Sample Lesson Plan Formats 33

• INTEGRATION WITH OTHER COMPONENTS

How To Do It
Activities That Integrate Other Components 36
Tips From The Field
Tips for Integrating Language with Other Sectors 37
Samples From The Field
Activity to Integrate Language and Technical 39

- **TEACHING MULTIPLE LANGUAGES**

Things To Think About
Language Training in Multilingual Countries 40
Tips From The Field
Points to Consider in Multi-Language Environments 43

- **GROUPING TRAINEES**

How To Do It
Grouping of Students During PST 44
Language Placement Questionnaire for Grouping Trainees 46
Tips From The Field
Do's and Don'ts of Grouping and Rotating Students 47
Samples From The Field
Different Systems for Grouping Trainees 48
Things To Think About
Common Challenges Presented by Problem Language Learners 52

- **ENCOURAGING INDEPENDENT LANGUAGE LEARNING**

How To Do It
Encouraging Independent Language Learning 54
A Sequence of Processes and Activities to Promote Self-Directed Learning During PST 55
Samples From The Field
Setting Up a PST Schedule of Activities for Self-Directed Learning 57

- **ALLOWING FOR TRAINEE PREFERENCES**

How To Do It
Building Choices into the Language Program 59
Samples From The Field
Choice Classes 61

- **UTILIZING THE COMMUNITY**

How To Do It
Community Contact Activities for Language Learning 64
Village Homestay Activities 68
Site Visits 71
Samples From The Field
Schedule of Out-Of-The-Classroom Activities 77

- **INCORPORATING NEW TRAINING MODELS**

Things To Think About
Language Training in the Community-Based PST Model: Rewards and Challenges 74

- **SELECTING ACTIVITIES**

Things To Think About
Selecting Successful Classroom Activities 78
Samples From The Field
Effective Classroom Activities 80

4. ENSURING ONGOING EVALUATION

How To Do It

Ensuring Ongoing Evaluation During PST 83

Samples From The Field

Evaluation Forms: General Questionnaire 85
Evaluation Forms: Open-Ended 87
Final PST/TOT Evaluation for Language Instructors 89
PST Evaluations for Trainees 91

5. POST PST FINAL REPORTS

How To Do It

PST Final Reporting Guidelines 94

Samples From The Field

Sample Outline for a Language Component Final Report 97

OVER VIEW

SECTION EIGHT: PRE-SERVICE TRAINING

PRE-SERVICE TRAINING

The Pre-Service Training (PST) is probably the central event in the professional life of a Language Coordinator. The tasks of curriculum and materials development usually focus in large part on this training event. The issues of teacher supervision and training also usually occur in the context of preparing your staff for the training. Because of this, it's easy to begin thinking of your job solely in terms of the PST. But it's important to remember that the PST is only one part of the whole training cycle that encompasses the entire "life-span" of a PCV.

PST AND THE PEACE CORPS TRAINING CYCLE

The whole cycle of training --of which the PST is an important part--includes some or all of the following key events, and as a Language Coordinator you may be involved in many of them. It's important to remember the whole training context as you begin to think about the design of the PST, so that it can be linked with the PCVs' experiences after swearing-in.

- **Invitation Packet**
Official invitation to serve with Peace Corps includes a medical kit, country and assignment specific information (issued by VRS/Placement Office);
- **Pre-Departure Orientation (PDO)**
Stateside orientation presents a brief look at expectations for Peace Corps training and country specific issues (2 days);
- **Pre-Service Training (PST)**
In-country event prepares for the first six months of service by focusing on language, technical, cross-cultural, personal health and safety issues (8-15 weeks);
- **In-Service Training (IST)**
In-country sessions reinforce language and technical skills (generally presented at six months to a year of service, 3-8 days);

- **Mid-Service Conference (MSC)**
In-country sessions review service to date and provide additional skills (generally held as close to the mid-point of service as possible, 3 days).
- **Close of Service Workshop (COS)**
In-country session prepares PCVs for re-entry into American culture (presented approximately three months prior to departure, 3 days).

PEACE CORPS TRAINING PHILOSOPHY

Peace Corps Training is based on the philosophy described below. Additional information about Peace Corps training goals and underlying assumptions can be found in Section 5 (Principles of Learning and Teaching) of this Resource Kit.

The process of Peace Corps training is based on the principles of experiential adult learning. These methodologies and techniques demonstrate respect for each Trainee and trainer as adults possessing valuable individual experiences and skills. As you develop training programs, strive to build on this knowledge and involve both the Trainees and trainers in the learning and teaching process. The content of training is largely determined by the knowledge, skills and attitudes required to implement the project in question. All Peace Corps training events should:

- represent collaborative efforts between Peace Corps staff, host agencies, training contractors and Volunteers.
- develop the knowledge, skills, and attitudes required by PCVs to successfully implement projects and to integrate into their communities.
- present and/or reinforce a model of the development process that promotes self-sufficiency, community needs assessment and recognition, problem analysis, critical thinking, and problem solving.
- integrate each component within a given training event and build upon previous training events.
- include mechanisms for evaluation of Trainees and Volunteers, immediate feedback, and constructive recommendations.

As you develop PSTs, conduct training program evaluations, or complete any training-related task, incorporate this philosophy into your work.

WHAT THIS SECTION CONTAINS

This section focuses on the issues involved in organizing and carrying out the PST. Many of the important preparatory steps for this process (curriculum development, materials development, recruiting, hiring and training teachers) are dealt with in other sections of this resource kit and will not be discussed here.

This section focuses on areas that most Language Coordinators are responsible for in a typical PST:

- getting organized for PST: making logistical arrangements and planning pre-service staff training events such as TOTs (Training of Trainers) and SDWs (Staff Development Workshops)
- setting up training design and schedule
- issues in PST design:
  - lesson planning
  - integration with other sectors
  - teaching more than one language
  - grouping and rotation Trainees and teachers
  - fostering self-directed language learning
  - using out of class activities
  - providing elective classes
  - community-based training
  - effective training activities
- evaluating the PST
- writing final reports

WHAT NEEDS TO BE DONE

IDENTIFYING PST DEVELOPMENT NEEDS FOR YOUR PROGRAM

Every post has a different set of things that need to be done to ensure that there is a well-developed training component for language training in the Pre-Service Training. In some countries, the training program is well-established, and the post has many years of experience designing and implementing PSTs. In other countries, there may be little or no previous experience. And of course, every country has, at one time or another, a "start-up program" in which the post is programming Volunteers into a new technical area or a new region of the country, or piloting a new training model, such as community-based training.

Peace Corps Language Coordinators developed a brief checklist to help you determine what needs you have in your program in the areas of PST design and implementation. For each of the items below, select the letter of the response that best describes PST development at your post:

A. Completed successfully
B. Completed, but needs revision
C. Not completed, and it needs to be done
D. Not completed, but not important at present

Items that you mark with a B or C will probably need further development.

PST DEVELOPMENT NEEDS

_____ 1. Training description for the language component

_____ 2. PST training schedule

_____ 3. PST administrative schedule

_____ 4. PST training supplies checklist

_____ 5. TOT and SDW training designs

_____ 6. Procedures and schedule for teachers meetings during PST

_____ 7. Formal and informal assessment procedures and schedules for teachers

_____ 8. Forms for teacher observation and feedback

_____ 9. Formal and informal assessment procedures and schedules for trainees

_____ 10. System and schedule for on-going trainee feedback about the language component

_____ 11. Established format for lesson plans and procedure for keeping them (if appropriate)

_____ 12. System for recording and preserving most effective activities

_____ 13. Plan for grouping students and rotating teachers

_____ 14. Well-developed schedule of sessions to encourage self-directed language learning

_____ 15. List of possible elective courses

_____ 16. Well-developed array of community contact activities

_____ 17. Outline and format for language component final report

_____ 18. Systems for compiling information needed for final reports

TIME LINE

SUGGESTED SCHEDULE FOR LANGUAGE COORDINATOR TASKS DURING PST

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks that LCs are responsible for during the PST. Separate timelines for curriculum development, materials development, and teacher selection and training, are included elsewhere in this manual, and pre-PST planning is covered in more detail later in this section.

PST TIMELINE (FOR A 12-WEEK PST)

WEEK ONE	• PST Staff meetings • Oversee lesson-planning activities. • Introduce language program to Trainees • PST Staff meetings. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Oversee lesson-planning activities.
WEEK TWO	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Re-group Trainees. • Develop and present sessions for Trainees about language learning .

WEEK THREE	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Rotate teachers.
WEEK FOUR	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Develop and present sessions for Trainees about language learning .
WEEK FIVE	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments).
WEEK SIX	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Mid-PST assessment of language program • Mid-PST assessment of Trainees • Re-group Trainees. • Develop and present sessions for Trainees about language learning.
WEEK SEVEN	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments).
WEEK EIGHT	• PST Staff meetings • Oversee lesson-planning activities. • Develop and present sessions for Trainees about language learning.

WEEK NINE	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Conduct LPI Refresher Workshop. • Re-group Trainees.
WEEK TEN	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Develop and present sessions for Trainees about language learning.
WEEK ELEVEN	• PST Staff meetings • Oversee lesson-planning activities. • Develop and present session(s) about tutors and using informants. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Administer LPI.
WEEK TWELVE	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Instructors' assessments of Trainees • Trainees' self-assessment • Evaluation of teachers • Evaluation of PST • Write PST report.
THROUGHOUT PST AS NEEDED	• Schedule remedial tutoring and review work. • Ensure integration with other training components. • Meetings with host families

OVER VIEW

PRE-PST PLANNING AND PREPARATION

The months before the beginning of PST will probably be your busiest time as a Language Coordinator. That's when all the various elements of your job need to come together. In addition to the tasks of organizing materials development and recruiting, hiring and training teachers, you need to plan for some of the other tasks you will be responsible for during PST. In this section we discuss some of those tasks which are not described in detail in other sections of this Resource Kit.

DEVELOPING YOUR PRE-PST PLANNING CHECKLIST

The months before the beginning of PST are when you need to make sure that everything is ready. It's useful to have a week by week time line of everything that needs to be done. In other sections of this Resource Kit we have included timelines of specific parts of the job. The challenge is to integrate various parts of your job so that everything is accomplished in plenty of time to review and revise as needed. We have included a sample planning checklist developed by the Language Coordinator in Peace Corps Bulgaria to serve as an example of how Pre-PST Planning integrates such tasks as needs assessment, curriculum design, materials development, and teacher recruiting, hiring and training.

IDENTIFYING AND OBTAINING MATERIALS AND SUPPLIES

Materials that you will need for PST comprise not only the teaching materials that you have developed, but also a variety of supplies to make your teachers more effective and their classes more engaging. The Materials Development Section of the this Resource Kit contains suggestions for this. In this section we also include a list of other supplies that you may want to include in your inventory for language classes. Of course, you will need to take into account the realities of the overall training budget for the PST and how much of that money can be allocated for the Language Sector, but having a clear idea of the kinds of equipment and supplies you would like for your program will enable you to start budget requests in plenty of time, thereby improving the liklihood of receiving funds.

DEVELOPING YOUR PROGRAM DESIGN AND POLICIES

Section 4 of this Resource Kit identifies some of the pre-departure materials that you will need to develop well in advance of the Trainees' arrival in country. Whether for the Welcome Letter to the Trainees, or as a means of orienting the rest of the training staff about your language program, you will need to develop a concise description of the goals, methods and other features of your program. Later in this section you will find more information on criteria for goals and program design features, but the following things will need to be decided well before training begins and should be included in the written overview of the language program:

- the duration of training and the number of hours.
- goals of language training
- description of teaching methods
- policies for classroom placement and selection
- description of materials
- information on testing procedures and dates
- information on important logistical aspects such as location of training, use of host families.

ORGANIZING THE PRE-PST TRAINING EVENTS

The two major staff training events that you will be involved with are the Language TOT and the Staff Development Workshop. The issues involved in designing and conducting these events are discussed in Section 9 of this Resource Kit. The TOT is totally your responsibility. The Staff Development Workshop may be the first time you work with other sectors of the PST staff such as Technical Coordinator or instructors. It is also the time when the final allocation of hours and features of the training design will be finalized so you will probably have to play a role both in organizing and participating in the SDW.

DEVELOPING YOUR PROCEDURES FOR TEACHERS' MEETINGS

We discuss the importance of regular, frequent and well-organized teachers' meetings in Section 2 (Teacher Supervision) of this Resource Kit. It's important for you to think about when and how often these will take place as part of your Pre-PST planning. Be sure to include that information in your SOWs for the teaching staff as well as in the overall staff orientation. Most posts find that meeting at least a couple of times a week is best.

TIPS FROM LANGUAGE COORDINATORS FOR PRE-PST PLANNING

- Read all reports, comments on trainings done before the one you are coordinating. Read the VADs.
- Discuss with PTO/APCD/PCVs to get their comments on language training needs.
- Before starting language classes talk with each Trainee individually, if possible.
- Have ready to distribute of the first day of the PST: comments of language learning strategies a language kit
- Design and develop a SDW and TOT according to your staff needs--if you are using experienced teachers, you may not have to cover everything.

SAMPLES FROM THE FIELD

PST PLANNING CHECKLIST

PST Planning Checklist for Bulgarian Language Program PST starting Mid June

Activity	Deadline
• Needs Assessment process:	
- Review Trainees' and LIs' PST evaluations (language program evaluations and general PST evaluations) and the language instructor's commentaries on the PST language lessons as part of the needs assessment.	end of December
- Review recent IST Needs Assessment forms for clues on language material that might have been studied in PST but wasn't.	end of December
- Ask currently serving PCVs (both 1st and 2nd year in service) for feedback on the PST language program at the IST because by that time they will have a different perspective on their language training.	IST (end of Nov.)
- Review Project Plans and site assignment descriptions.	December
- Get feedback from APCDs and other PC staff on what they think the PCVs' needs are in terms of language learning.	end of December
- Get feedback from counterparts as well.	end of December
- Visit sites to get into the real living and working atmosphere of the PCVs.	ongoing
- Review other posts' language materials.	ongoing
• Discuss language instructors selection process with the two Lead Teachers and the PTO.	early Jan.
• Put an advertisement in *24 Hours* to come out on January 20th and 22nd.	end of Jan.
• Review *Bulgarian Useful Expressions* list and make copies of the new audio tape.	end of Jan.
• Conduct a 1-day computer training for the current language instructors.	Jan. 27th
• Conduct a 2-day *Workshop for Language Instructors Preparing Interviewees for a Language Proficiency Test.*	Feb. 1st & 2nd
• Send out hard copies of *Bulgarian Useful Expressions* list and audio-cassettes to Washington to be sent out to Invitees through the Desk.	early February

• Wait for applications by February 5th.	early Feb.
• Prepare SOW for Language Instructors	early Feb.
• Selection Stage One: Review applications and choose applicants to be invited for an interview.	Feb. 15th
• Selection Stage Two: Interview chosen applicants.	mid-February
• Selection Stage Three: Have a 2-day selection TOT with applicants chosen after the interview.	last weekend in February
• Selection Stage Four: Ask selected applicants to prepare a lesson plan at home and send it to PC office.	early March
• Selection Stage Five (final): Have applicants attend Language IST in March in order to observe classes and teach a lesson.	second half of March
• Prepare a *PST Supply List* and submit it to the Admin. Officer.	end of April
• Visit the proposed training site to see what the language learning environment will be and how it will promote language learning.	March /April
• Contract selected language instructors for PST '96.	May
• Meet the PST Project Director to talk about expectations.	May
• Review Bulgarian Language Manual with the Materials Design Team members.	ongoing / by mid-May
• Make copies of the Language Manual for the new Trainees.	end of May
• Design and conduct a TOT for all the selected language instructors.	first weekend in June
• Get the language staff on board to start planning for the PST.	1 week prior Trainees' arrival

SAMPLES FROM THE FIELD

PST SUPPLY-LIST FOR LANGUAGE TRAINING

This list of supplies was developed for a 12-week PST in Bulgaria for 40-50 Trainees and 12 language instructors.

computer - 1 for the Bulgarian staff, 1 for the Macedonian staff, + mine from the office
printer - 1 for the Bulgarian staff, 1 for the Macedonian staff
TV set
VCR
pencils - 10
highlighters - 5
scissors - 7
staplers - 4
staples
paper clips - different sizes
rulers - 6
video camera
video-cassettes - 4
big binders - 50
glue - 5
scotch tapes
mask tape
blue-tach
overhead projector
transparencies - 2 boxes
transparency markers - 5
cardboard paper (white) - 20 sheets
photocopier + paper
tape-recorders - 8
audio cassettes - 50
flip chart stands - 11
flipchart paper - appr. 5000 sheets
markers - thick - 120 (of 4/5 different colors)
markers -fine line - 6 sets of 4/5 different colors
chalk - 1 box
pens - 15 (for teachers) + 50 (for Trainees)
coloured pencils - 5 sets of a dozen different colors
post-its - assorted sizes - several of each
sets of plastic numbers and letters - 2 of each
sets of colored paper - 7 of each
a bookshelf (to set a small resource center)
balls - 4-5
2 sets of cards
a Bulgarian children's game -
postcards from Sofia and other towns of the country
brochures with sights in Bulgaria
maps of Bulgaria and the USA - several of each
Bulgarian-English Dictionary - 45 (the small ones)
English-Bulgarian Dictionary - 45 (the small ones)

OVERVIEW

PST DESIGN ISSUES

PST RESPONSIBILITIES

As Language Coordinator during PST you will have many responsibilities, but a major one is the design of the language program. This involves developing a schedule and description of learning activities that:

- meet your training goals.
- are adapted to the place of the language component in the overall training design.
- reflect the underlying training principles of your program.

PROGRAM GOALS

A good program design reflects the basic goals of the program. This is more than just a curriculum which specifies competencies. You will need to design a program that reflects other goals as well.

- Program goals may include other things besides which language competencies the Trainees are expected to master. For example, some Peace Corps countries organize language goals into three larger areas:
- achievement of competencies
- proficiency level attainment
- language learning skills development

This focuses your attention not only on the "what" and the "how well" discussed earlier, but also the "how" of a language learning process that is expected to continue beyond PST.

So the program design you come up with must first reflect the training decisions you have made regarding additional language issues like proficiency levels and strategies training.

TRAINING DESIGNS AND PROGRAM DESCRIPTIONS

You need to be able to clearly describe what your program "looks like", and how it is organized. We have discussed brief program descriptions of the goals and organization of your program in other sections of this Resource Kit. You will need a concise and accurate overview ready in time:

- to send to Trainees as part of their pre-departure information.

- to share with your language training staff during the recruitment and selection process.
- at Pre-PST training events, such as the SDW and the TOT.

So developing this overall training design is another task that needs to be added to your pre-PST checklist.

TRAINING SCHEDULES

- During the pre-PST organization of your training program you will negotiate with the other training sectors for time. You will want to ask for a realistic amount of class time to accomplish the curriculum goals (both content and proficiency-levels) that you have determined from your needs analysis. You will also need to coordinate that class time with other training realities and events. This bargaining for time will be one of your first negotiating challenges. For example, everyone on the PST training staff may want their training scheduled during the morning hours, when Trainees tend to be fresh and alert, so they can avoid the post-lunch "slump" when energy levels are low. How you work out the allocation of hours and the daily schedule of activities will depend on the overall training goals and your skills in negotiating for what you want.
- In addition to negotiating a training schedule for the PST, you will also need to set up an administrative schedule which takes into account teachers meetings, Volunteer progress conferences, formal and informal assessment activities, site visits, model school, and so forth. In Section 3 (Curriculum Development) of this Resource Kit we discuss how over-all training events such as site visits or model school will play an important role in how you sequence the competencies in your curriculum. These issues will have an impact on other aspects of your program as well. Examples of both kinds of schedules (a training overview and an administrative overview) are included later in this section.

TRAINING DESIGN ISSUES

The third feature that plays a major role in your final program design is how you answer basic design questions that every language program faces. How you answer these questions will have as great an impact on your over-all program design as the competencies you have chosen or the materials you have developed.

Experienced Language Coordinators have identified the following as the most important questions they needed to answer in designing PSTs.

1. HOW DO YOU ORGANIZE LESSON PLANS?

Section 4 of this Resource Kit (Materials Development) discusses some of the basic design considerations for lesson design. Your learning materials should be designed to reflect those basic criteria. But you may also need to set up a single format and design for how those materials are presented in the classroom. This may be because your materials are not organized into daily "teaching units." It may be because your program has not had the resources to develop a detailed set of instructor manuals and guidelines. It may be that you're starting up a language program for the first time and are in a situation where your staff is both teaching and developing materials and learning activities simultaneously. In any event, having a clearly established format for lesson plans and a clear expectation about the various stages and activities of a lesson will be a big help in making sure that your training is consistent from class to class and teacher to teacher.

1. HOW DO YOU INTEGRATE LANGUAGE WITH OTHER TRAINING COMPONENTS?

Section 3 of this Resource Kit (Curriculum Development) discusses basic principles for integrating your language curriculum with the technical and cross-cultural sectors from a curriculum design point of view. Your learning activities and schedule should also reflect this integration.

2. HOW DO YOU TEACH MORE THAN ONE LANGUAGE?

Many countries have to teach more than one language in a single training program, and sometimes Trainees have to learn more than one language, as well. For example, Trainees may get instruction in both the "national" language and an introduction to the "local" language spoken at their specific site. Having to teach multiple languages presents a whole different set of design challenges.

3. HOW DO YOU GROUP TRAINEES AND ASSIGN TEACHERS ?

Deciding on how to group learners and match them with appropriate teaching staff is an on-going challenge for the language coordinator. We know that Trainees vary in their learning style-preferences, their general language learning aptitude and their rates of progress. How do you organize classes to promote optimal learning and help people who are having difficulty meeting your training goals?

4. HOW DO YOU FOSTER SELF-DIRECTED LEARNING AND PREPARE FOR CONTINUED LANGUAGE LEARNING IN THE FIELD?

One of the overall training goals of a Peace Corps Language program is to lay the groundwork for continued language learning after PST. How will you training design meet that particular goal? What sessions will you include on language learning strategies and self-directed learning? We have discussed the issue of self-directed learning in the context of materials development. You will need to consider what the ramifications are for program design. Will you provide time in the program to give explicit explanations of language-learning strategies and give people structured practice in working individually with a tutor or language informant? Will you provide structured opportunities for individual goal-setting? How you choose to integrate training in learning strategies and to foster self-directed learning in your language program will also affect the overall design.

5. HOW DO YOU ALLOW FOR TRAINEE PREFERENCES ?

How will you take advantage of and compensate for differences in Trainees individual learning goals? How will you address individual learning styles and content interests? How will you integrate the need for Trainee choice into your overall design? Will you have elective "special focus" courses such as intensive grammar review, or thematic focus classes such as "language for dealing with host family problems?" When will such courses take place? Who will teach them? How will they complement the basic curriculum?

6. HOW DO YOU UTILIZE THE COMMUNITY?

The community is an important resource for your program. It is the "reality check" that will enable you to judge how effective your program is in giving Trainees the communicative skills they need. But it is also a great resource for additional instruction and language practice. As Peace Corps moves more and more in the direction of integrating PSTs with the kinds of communities where Volunteers will be working, the potential role that the community will play in your program becomes even more important. How will your program provide for both structured and unstructured contact that promotes learning?

7. HOW TO INCORPORATE EMERGING TRAINING DESIGNS LIKE COMMUNITY-BASED TRAINING?

Related to the previous issue is the question of community-based training, a newly emerging design concept that is gaining wide acceptance throughout Peace Corps. This training model has many attractive advantages over the more traditional "training-center" approach, but it also presents a new set of challenges as well. You need to consider what the ramifications of such a training design will have on your language training program, the materials that you develop and the kind of preparation you give to your staff.

8. WHAT ARE THE "BEST PRACTICES" AND MOST EFFECTIVE LEARNING ACTIVITIES?

With more than 30 years of experience teaching language, Peace Corps has developed a number of proven techniques and activities that work well with adult-learners. Many of these are included in Section 5 (Principles of Learning and Teaching) of this Manual. In addition, in this section we include Tips from the Field--activities that posts have found particularly effective.

9. HOW DO YOU PERFORM ONGOING EVALUATION AND ALLOW FOR "MID-COURSE" CORRECTION AS NECESSARY?

How often and in what form will your program assessments take place? You will want to set up a system that gives Trainees an opportunity for providing timely feedback on a regular basis about how the learning process is working for them. You may want to make changes in course content, teaching methods, practice activities or program design, based on the information you get from Trainees. Setting up an on-going assessment system will allow for Trainee in-put and give you the information you need to make necessary changes in your plan to match this particular group of Trainees and their needs and expectations.

HOW
TO DO IT

PROGRAM DESCRIPTIONS

Program descriptions are an important source of information for both Trainees and other training and Peace Corps staff. Exactly what you say will depend, of course, on how you have designed your program. But most descriptions contain information about these areas.

LANGUAGE TRAINING GOALS

Most descriptions typically specify:

- the language (or languages) being taught and areas of competency. Some descriptions include just a general mention of survival and technical competencies, while other posts give a complete list of the competencies selected.
- language learning skills needed for continued learning after PST. These are not necessarily specified, but it's important to remind Trainees early on of the expectation that language learning is an ongoing process that will continue throughout their Peace Corps service.
- level of proficiency expected for a Trainee to be sworn in for Peace Corps service. Not all posts have a minimum required rating, but many do. You may also want to include what options may be available to Trainees who don't reach the required minimum during the PST. (Your post may allow for people to be sworn in if they have a plan for ongoing language learning)
- the program-specific goals. These will vary with your specific program and the kinds of Peace Corps projects in your country. Programs have included such goals as understanding regional language variations, or learning communicative language teaching methods that can be replicated in their own classrooms once they are sworn in.)

CURRICULUM DESIGN

There is usually a statement about how the curriculum was organized and selected. Most descriptions make the point that it is a competency-based approach with focus on day-to-day living situations.

LANGUAGE CLASSES

Descriptions should contain information about the practical, logistical realities of the language program: what the classes will be like, when they will be held, how long, who will be teaching, and probable learning activities that will take place; how classes will be organized, how "elective" components will work; whether there will be a specific time for individual study, and any other important features of the program.

TUTORIALS

If it is a feature of your language program, you should include information on the how and why of working with individual tutors, either as a supplement to regular classes or as individual self-directed study in place of more formal classes.

GROUPING

The description should contain explicit information on the rationale and schedule for how Trainees will be grouped for classes, and how often teachers will be rotated from class to class.

ASSESSMENT OF LANGUAGE SKILLS

As with all assessment activities, there needs to be a clear description of the how and when of informal classroom assessment , as well as how the results of those assessments will be communicated to the Trainee.

SYSTEMS FOR PROVIDING INPUT AND FEEDBACK TO THE TRAINING STAFF

It's also a good idea to have a statement that explicitly encourages Trainees to provide you with information about how they are finding the language program, suggestions for improvements, concerns about procedures and so forth. This will help ensure that you have a procedure for ongoing feedback about the effectiveness of your program, and a pragmatic basis for making adjustments when needed.

FINAL LANGUAGE PROFICIENCY EVALUATION

You also need a formal statement on the final Language Proficiency Interview: how and when this will be conducted, and what the post's expectations are about the proficiency-levels required for swearing-in, if any. (See the sample program description from Bulgaria later in this section for an example of what this statement might look like.)

HOW
TO DO IT

SCHEDULES

TRAINING SCHEDULES

As mentioned in the Overview to PST Design, you need to develop a set of detailed week-by-week schedules for both the Trainees and for you and the rest of the teaching staff. Training schedules should specify the hours, the activities, and the topics that will be covered, both for language and technical, plus any additional training events such as site visits, field trips or guest speakers. You will also want to include any assessment and feedback activities on this schedule as well, so Trainees will know when they will occur. You may want to coordinate with other sectors to produce one schedule with all that information, rather than giving Trainees separate schedules for the language component, for technical training, and so forth.

ADMINISTRATIVE SCHEDULES

Administrative schedules should contain information on other aspects of training that you expect your staff to be involved in, such as:

- information on the time and location of staff meetings
- deadlines for teacher materials such as lesson plans, Trainee log, projected activities, written summaries of progress interviews, etc.
- when assessment simulations and progress interviews will occur
- when you will formally solicit feedback from Trainees regarding the program
- schedule of teacher assessment activities, including observations, exit interviews, etc.

SAMPLES FROM THE FIELD

PROGRAM DESCRIPTION

This program description for Trainees was developed by Peace Corps Bulgaria

Bulgarian Language Training Component

The best way to integrate into a foreign culture is through the native language! Bulgarian language study will occupy the greatest segment of training time. The program has been designed to meet your everyday needs as a newcomer to Bulgaria, to support your integration into a new culture, and prepare you for two years of professional work.

Language Training Goals

- To provide Trainees with survival knowledge of Bulgarian language which will allow them to communicate and cope in most everyday life situations.
- To teach Trainees introductory technical language competencies.
- To prepare Trainees to continue learning and improving their Bulgarian language skills on their own at their sites.
- To prepare Trainees to listen to and understand different target language accents.
- To expose Trainees to different teaching techniques which optimize the effectiveness of learning a new language.
- To present language material in a culturally appropriate context trying to integrate language skills with cultural values.

Curriculum Design

The curriculum design for the language component follows a Competency-Based Approach. This approach focuses on developing the language skills needed to function successfully in daily living situations. A variety of language teaching techniques will be used throughout the program to meet the needs of individual learners.

Language Classes

We will have most of the language lessons in the morning each day, except on Wednesdays when they will be in the afternoon. The language classes will not be strictly formal, nor always take place in one particular room. We'll go out shopping, we'll go to the railway station or out into town to follow real directions. You will be expected to find out things about your host family and the place where you live. You will have contact with several language instructors and you will be in different groups during training. Our goal is to provide you with a language learning atmosphere which yields results. We want you to learn the language and be satisfied with your progress. Learning a new language can be a lot of fun, just like learning a new card game. And like card games, it takes a lot of practice if you want to be good at it. During several days in the course of your Pre-Service Training you will get intensive language instruction. We have also built into the program elective classes, so that you will have the opportunity to choose from several language sessions depending on your own preference. There will be self-directed study time scheduled within the training day when you will be able to study on your own with a language instructor ready to provide guidance and help with any questions that you may have.

Tutorials

Those of you who will need additional assistance in studying the Bulgarian language, or who would like to meet the language instructors individually to clarify certain language problems or discuss learning strategies, are welcome to come to the individual language tutorials which will be scheduled during the lunch breaks. Take advantage of this opportunity to meet your language instructors individually!

Grouping

Initial language groups are formed on the basis of the Barsch Learning-Style Inventory. After the first two weeks of training new groups will be formed according to information gathered from you and the language staff. Group changes are intended to place students of similar levels of language acquisition together. In addition, after the second week language instructors will rotate weekly or bi-weekly which will give you the opportunity to listen to different native-speakers and be exposed to different teaching styles.

Assessment of Language Skills

Regular assessment is an integral part of the PST language program. This will provide language staff with information about the design of the language component so that, if necessary, changes can be made to meet your needs. We appreciate any input from you about your classes. Both you and the language staff can certainly profit from your comments and suggestions. Language staff will regularly provide you with feedback concerning your language progress so that you can focus your study on challenging language areas. Self-assessments, contact assignments, competency checklists and language evaluations are all designed to facilitate your success in acquiring communicative language proficiency in Bulgarian.

Final Language Proficiency Evaluation

The final language evaluation will be conducted in the form of an oral proficiency interview . The interview is a test of functional language ability, not passive skills or knowledge about the language. You are expected to achieve a level of a communicative proficiency comparable with the Novice High rating on the ACTFL testing scale. That rating means that you should perform reasonably well in most of the competencies that we shall cover in our language classes. We will offer additional tutoring whenever language learning poses problems for you. We understand that individuals differ in their abilities to learn languages; however, as Peace Corps Trainees, we expect you to take language learning seriously.

Language Topics

By the end of PST you are expected to demonstrate language proficiency in the following topics:

- Peace Corps
- Personal Identification
- Social Language with Host Family: Family/Hobbies/Appearances
- Money
- Food: Host Family
- Eating Out
- Shopping for Food/Clothing/Other Items
- Communications: Post Office, Telephone
- Transportation and Travel
- Housing: Host Family/Emergency Situations
- Time/Calendar/Weather
- Health
- Personal Experiences: Daily Routines/Future Plans/Past Events

SAMPLES FROM THE FIELD

PROGRAM SCHEDULES

Here are examples of two kinds of schedules developed for a PST in Romania. The first is the Trainee Schedule which describes the schedule of learning activities. The second is an excerpt of the Administrative Schedule that contains information about documentation deadlines, assessment schedules, and administrative concerns.

Peace Corps Romania, PST 1996 - Language Component Schedule

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introductions	Lesson 1 - Personal Identification	Lesson 2- Classroom Orientation	Lesson 3 - Housing	Review Self Assessment
Week 2	L 4 - Personal Environment	*Tutorials* L 13- Railway Station Field Trip	L 5 - Orientation in The Street	L 6 - Money	Review Assessment -Treasure Hunt
Week 3	L 7 - Transportation	L 8 - Post Office Field Trip	L 9 - Host Country	L 10 - Eating	Review
Week 4	L 11 - Shopping for Food	*Tutorials* L 12- Market Field Trip	L 14 - Eating out Field Trip	L 15- Jobs	Review
Week 5	HVV Assignment	HVV Assignment	L 16- Family	Review	Evaluation- Simulation in Stations
Week 6	L 17- Clothing	*Tutorials* L 18 - Television	Technical Language	SB, TEFL - Technical Language SW - SiteVisit Assignment	SB, TEFL - Review SW - Site Visit Assignment
Week 7	L19-Personal Opinion	*Tutorials* L 20 Social Language	Technical Language	Technical Language	Self Planned Training
Week 8	L 21- Leisure	*Tutorials* L 22- Employment	Technical Language	Review/Assessment -LPI Simulation	
Week 9	L 24- Body Parts L 25- Daily Routine	Tutorials L 26- Phone Calls L 27- Health	Technical language	Technical Language	Self Planned Training
Week 10	L 28- Media	*Tutorials* L 29- Socializing L 30 - Peace Corps	Technical Language	SW - Technical Language SB, TEFL - Site Visit Assignment	SW- Self Planned Training SB, TEFL - Site Visit Assignment
Week 11	L31-Services	L 32 Housing probs. *Tutorials*	L 33- Emergencies/ Evaluation- LPI	L -34 - Being a guest/ Host	L 35 Traditions Evaluation- LPI/
Week 12	Review Evaluation LPI	Review/LPI	Review / LPI		

PRE-SERVICE TRAINING
EVENTS AND DOCUMENTATION

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
June Week 1	17	18	19	• 11 a.m.- PST staff meeting • Topics for W2 sessions - handed in • PCT - W1 evaluation forms are handed out 20	• COB: Weekly report - handed in • COB: W1 session designs - handed in 21	22 / 23
June Week 2	• 1 p.m.- PC, PST staff meeting 24	• Progress interviews (Anca, Magda, Mihaela) • Check in: PCTs hand in W1 evaluations 25	26	• 11 a.m. - PST staff meeting • Topics for W3 sessions - handed in 27	• COB: Week 2 report - handed in • COB: W2 session designs handed in • Summaries of progress interviews are handed in 28	HVV 29 / 30
July Week 3	HVV 1	HVV 2	• Summaries of progress interviews - handed in by PCTs 3	• Check in: deadline for progress interviews - handed in • 11 a.m. - PC, PST staff meeting • Topics for W4 are handed in • PCT W3 evaluation forms - handed out 4	• COB: W3 reports - handed in • COB: W3 session designs - handed in 5	6 / 7

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
July Week 4	**Assessment of PCTs (language, technical, X-cultural)** • 1 p.m.- PC, PST staff meeting (open) 8	• Check in: PCTs' evaluation of W3 - handed in 9	• Check in by PCTs 10	• 11 a.m. - PST staff meeting • Topics for W5 are handed in 11	• COB: W4 report • COB: W4 session designs 12	13 / 14
July Week 5	• 1 p.m.- PC, PST staff meeting	**Coordinators conduct "common evaluation" of W4 and 5 training during their last session of this week.** 16	• Check in by PCTs 17	• 11 a.m. - PST staff meeting • Topics for W6 sessions - handed in • Coordinators hand in a written report on each PCT's progress (following assessment) 18	• COB: W5 session designs • COB: W5 report.- handed in 19	20 / 21
July Week 6	**Mid-training assessment of coordinators and trainers (Interviews with PST director and language coordinators)** • 1 p.m.- PC, PST staff meeting (open) • Coord. present the results of W4 and W5 evaluation of training (flipcharts) 22	**Progress interviews** 23	• Check in by PCTs 24	• 11 a.m. - PST staff meeting • Topics for W7 sessions - handed in • SW/YD PCTs on site visits 25	• COB: W6 session designs • COB: W6 report • Summaries of progress interviews - handed in • SW/YD PCTs on site visits 26	• SW/YD PCTs on site visits 27/ 28

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
July-Aug. Week 7	• 1 p.m.- PC, PST staff meeting 29	**Assessment of PCTs' progress (language, technical, X-cultural)** 30	• Check in by PCTs • PST Director hands in to PC Director summaries for each trainee 31	• 11 a.m.- PST staff meeting • Topics for W8 are handed in • PCT W7 evaluation forms - handed out 1	• COB: W7 report • COB: W7 session designs 2	3 / 4
Aug. Week 8	**Assessment of PCT progress (language, tech., X-cultural)** • 1 p.m.- PC, PST staff meeting (open) 5	• Check in: PCTs W7 evaluation forms - handed in 6	• Check in by PCTs 7	• 1 p.m.- PST staff meeting • Coordinators hand in a summary of the PCTs' progress (following assessment) • Topics for W9 are handed in 8	• COB: W8 report • COB: W8 session designs 9	10 / 11
Aug. Week 9	• 1 p.m.- PC, PST staff meeting 12	13	• Check in by PCTs 14	• 11 a.m.- PST staff meeting • Topics for W10 are handed in 15	• COB: W9 report • COB: W9 session designs 16	17 / 18

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
Aug. Week 10	**Assessment of PCTs' progress (ACTFL, technical, X-cultural)** • 1 p.m.- PC, PST staff meeting • "Common evaluation" a.m. - lang. p.m. - tech. (W8 & 9; on flipcharts) 19	20	• Check in by PCTs 21	• 11 a.m. - PST staff meeting • Topics for W11 are handed in • Coordinators' written report on evaluation of training W8 and 9 • TEFL, SBD PCTs on site visits 22	• COB: W10 report • COB: W10 session designs • TEFL, SBD PCTs on site visits 23	• TEFL, SBD PCTs on site visits 24 / 25
Aug.-Sept. Week 11	**ACTFL** • 1 p.m.- PC, PST staff meeting (open) • "Common evaluation" a.m. - lang. p.m. - tech. (W10; on flipcharts) 26	**Progress interviews** • Check in: PCTs are handed out final evaluation forms 27	28	• 11 a.m.- PST staff meeting • Topics for W12 are handed in • Coordinators present reports of "common evaluation" (on flipcharts) 29	• COB: W11 report • COB: W11 session designs 30	31 / 1
Sept. Week 12	**ACTFL** • 1 p.m.- PC, PST staff meeting 2	3	4	SWEARING-IN 5	6	7 / 8

HOW TO DO IT

WRITING LESSON PLANS

This information has been adapted from two Peace Corps-developed teacher training texts: *Teaching English to Large Multi-Level Classes* and the *Language Training Reference Manual.*

WHAT IS A LESSON PLAN AND WHY DO WE NEED THEM?

A lesson plan is a written display of what will happen in the classroom on a given day, including all the input to be covered, the activities that will be used to present it, the order in which the activities will be presented, and the approximate time allotted for each activity. The lesson plan is a way to keep track of all the language skills you are planning to teach from one day to the next. It is also a way to ensure that specific learning strategies and styles and aspects of the language-learning methods are incorporated into your training program. Lesson plans are put in a written format so that Training Coordinators can be sure of continuity from day to day, from level to level, and from Trainer to Trainer. For these reasons, lesson plans in a training program should be written up in a standardized format.

Depending on how completely developed your materials are, you may have already divided your student text up into lesson-length units that can be presented and practiced within the particular time-frame you have for your program. In most cases, however, posts are piloting newly developed materials, teachers are trying out different techniques for presentation and practice, or classes need additional practice activities to supplement what has already been developed. Therefore, the materials you have developed will provide the **content** of the lesson, but not necessarily specify all the practice activities that the lesson plan will contain.

THREE STEPS INVOLVED IN MAKING LESSON PLANS

There are three steps involved in making lesson plans:
- fitting competencies and language skills into instructional units ;
- choosing appropriate activities to review, present, practice, apply, and evaluate each competency; and
- collecting, saving, and sharing instructional materials.

4MAT LESSON PLAN FORMAT

Peace Corps recommends **The 4MAT Lesson Plan,** a particular format for lesson plans that takes to account the adult learning cycle and different learning style-preferences. Developed by Bernice McCarthy, it is based on the Learning Cycle and learning style needs. There is more information on learning styles, and a more detailed rationale for this approach included in Section 5 (Principles of Language Teaching and Learning) and Section 6 (Ongoing Language Learning) of this Resource Kit. You may want to review that information in conjunction with this discussion of Lesson Plans, as you will want to be familiar with the terminology and concepts of the 4MAT system.

THE FOUR STEPS IN THE 4MAT CYCLE

The 4MAT cycle can be used to organize daily lessons, theme-based units, or long-term planning. To develop a theme-based unit, for example, take a single theme and develop four sessions on that theme. Each of the four sessions corresponds to a step in the Learning Cycle, and each session focuses on the strengths of one of the four learning style types. The four steps in the cycle are:

- Motivation
- Information
- Practice
- Application

Each step in the cycle is an inseparable part of the whole unit. Each step builds on and expands the materials of the previous one. Some practitioners recommend devoting one lesson to each step in the cycle, but you can adapt this . You may need to try to fit all four steps into one fifty-minute lesson. But it may be easier to fit all four steps into a "double" lesson. Alternatively, some teachers expand certain steps, and may in some cases spend two hours on the practice step. The final decision is up to you. We can only say that a practical rule of thumb is one lesson for each step in the cycle. The important thing to remember is the flow and sequence of the Learning Cycle itself. As long as you follow that, the timing can be altered to suit your needs and the needs of your students. Let's look at each of the steps in turn.

1. MOTIVATION

In this step, provide a concrete experience and shift gradually from Concrete Experience to Reflective Observation. All of the students start here, but this first step appeals most to imaginative learners. Your role as the teacher is to motivate, to engage your students and allow them to enter into the experience being introduced. Then students are given the opportunity to reflect on that experience. The activities which can be used in this step include problem-posing, presenting a poem, reading an excerpt from a book, looking at pictures, discussing experiences, answering questionnaires, listening to songs, or describing a picture.

2. INFORMATION

In this step, students shift from Reflective Observation to Abstract Conceptualization. All of the students work through this step, but this second step appeals most to analytic learners. Your role is to inform, to move your students from specific personal reality to the theoretical, and to an understanding of abstract concepts.

This is the point at which students link their subjective experience in the Motivation Stage with the content at hand. The activities used in this step include explanations of grammatical rules, mechanical drills, vocabulary expansion, and presentation of new concepts through diagrams, tables and charts.

3. PRACTICE

In this step, students shift from Abstract Conceptualization to Active Experimentation. This third step appeals most to common sense learners. Your role is to coach, to organize materials and activities so that your students can test their understanding of what they have learned. They have been taught skills and concepts and now they are asked to manipulate materials based on those skills and concepts. Students are then given the opportunity to extend what they have learned through selecting and individualizing their own experiments and manipulations. The activities used in this step include worksheets, pair work, small group work, project planning, writing, creating cartoons, case studies, keeping records, polling classmates, formulating questions on a text for others to answer. Usually these practice activities should shift from very controlled sorts of exercises to more open-ended, creative activities.

4. APPLICATION

Here students shift from Active Experimentation to Concrete Experience. All of the students continue to finish the cycle together, but this fourth step appeals most to dynamic learners. Your role is to evaluate and mediate. Students are required to apply and refine in a personal way what they have learned and then to share with others. The activities in this step include doing community contact assignments outside of class; gathering information for projects and implementing project plans; sharing the results of that information gathering work; and reporting back to the class on a project.

TEACHER/ STUDENT ROLES AND THE ADULT LEARNING CYCLE

As you can see, the role of the teacher and students switches in the learning cycle.

- In the first step, the teacher takes a lead role, planning the experience as well as the reflective discussion that follows.
- In the second quadrant, the teacher teaches, linking the experience and reflection into the concepts to be taught and then teaching the required skills and concepts.
- Don't worry if you seem to be center stage in these two steps. You are supposed to be. You are giving your students what the

linguist Stephen Krashen calls "comprehensible input." This means giving your students the chance to hear the language in a context they understand. So long as they can tolerate some ambiguity, understand the gist of what you say, and follow the main ideas, everything is okay. Their productive level in the target language is not expected to be as high as their receptive level. And it is the receptive level that you are catering to in the first half of the cycle.

- In the third and fourth steps, the students take the initiative and take possession of the skills and concepts they have learned. They try them out for themselves and share with each other the results of the learning cycle. This is where you step back and leave room for groups and individuals to play with the language.

OTHER SYSTEMS OF LESSON PLAN DESIGN

In addition to the basic design of the 4MAT lesson plan, you may also want to consider five other features that most lesson plans share. These features correspond to more "traditional" descriptions of lesson-planning, and so might initially be more accessible to teachers who are unfamiliar with the assumptions about the adult learning cycle and learning styles that form the basis for the 4MAT lesson design, however, as you can see, they adapt very easily to the 4MAT concept.

ACTIVITIES THAT REVIEW PREVIOUS MATERIAL

In traditional classrooms as well as competency-based ones review is an indispensable daily component of a competency-based lesson plan. It is particularly important to learners with weak memory abilities. Also, regular "recycling" of comprehensible input creates a richer language environment, which is essential in language acquisition.

There are two usual review contexts that can vary according to the assessed needs of the learners: one at the beginning of the class, for previously introduced material, and one near the end, for more general review, possibly including a brief summing up of the day's lesson. In 4MAT lesson plans, review activities are usually integrated into the Motivation Stage. Such a review, of course, covers competencies from the previous day or days.

ACTIVITIES THAT PRESENT NEW MATERIAL

This typically corresponds to the Information Stage in the 4MAT cycle, but can also serve as Motivation as well. The new input must be presented in a clear and engaging way. This can be done by means of a dialogue, monologue, passage to read, object for examination, and many other ways. This part of the class includes presentation of much of the vocabulary listed in the competency outline.

ACTIVITIES THAT PRACTICE

This Practice Stage often takes up the majority of the lesson time. Competency-based curricula move into communicative activities gradually enough to give learners plenty of time to grasp new skills, but quickly enough to ensure that most practice is meaning-based and organized around communicative tasks. If drills are used, this is one place they would occur. This is also a place for "total physical response" activities, pair work, or individual exercises.

ACTIVITIES THAT APPLY

These Application Stage tasks can occur both in and out of the classroom. Learners need an opportunity to experiment with the newly presented forms in less controlled activities so they can apply what they have just seen and heard and integrate it with vocabulary and patterns they have already acquired. Activities that apply a competency's language skills are many and varied and include community assignments, problem-solving tasks, writing opportunities, interviews, and doing skits.

ACTIVITIES THAT EVALUATE

Competency-based curricula should provide regular opportunities to evaluate learner progress in mastering the competencies that form the training objectives. In competency-based evaluation, unlike in the traditional, grammar-based curriculum, the criterion is not simply correctness, but communicative competence and, specifically, the ability to perform the competencies. Therefore, standard features of traditional classroom testing, such as giving grades, imposing strict time limits, and encouraging competition among learners, are not found in competency-based evaluation.

We discuss competency-based assessment in Section 7 of this Resource Kit. Refer to that section for how to use various classroom activities for assessment purposes. However, informal classroom assessment occurs whenever a teacher analyzes or evaluates student responses for accuracy or to know if the class can move on to another stage of the lesson, so this informal evaluation process can also be combined with the Application Stage or precede it.

OTHER IMPORTANT FEATURES OF LESSON PLANNING

In addition to the design principles discussed above, experienced language teachers should also be aware of the affective needs of the students as well, and accordingly take these other features into account as they design their teaching plan:

- how to begin and end a class,
- how to plan for breaks, and
- how to ensure that the bulk of class time is spent speaking the language, not speaking **about** the language.

WARM-UP AND CLOSING ACTIVITY

A warm-up activity takes place at the beginning of class and a closing activity takes place at the end. The warm-up gives Trainees a chance to become ready and willing to plunge into the day's activities, by means of such techniques as a brief question-and-answer period, a reference to the previous day's high points, a commentary on the weather or news, or playing a song on a cassette. The closing activity should leave the class with an upbeat spirit and sense of camaraderie, perhaps by means of a group activity. When possible, it should build confidence in using the new competency under study.

BREAKS

It's equally important to allow time for Trainees to take regular breaks during an extended lesson. This is a good policy, especially when teaching older learners. When possible, teachers should let learners know when their breaks will occur. If learners know they can count on a certain time for a break, they can relax more and thus concentrate better. Of course, if an instructor notices that Trainees are too restless or tired to learn on a given day, he or she may want to give the break earlier, and, contrarily, if they become engrossed in an activity at break time, he or she may want to delay the break a bit.

SELECTING ACTIVITIES FOR LESSON PLANS

Many language educators believe that much language is learned through "acquisition", i.e., by using the language to do tasks, rather than focusing on the language itself. This leads us to an important question: How can you put acquisition activities in a dominant role in your lesson plan?
The answer: by devoting most of the class time to activities that will use language and develop communication--games, role playing, group discussions, pair work, problems to solve, listening tasks--and devoting less class time to formal learning activities--error correction, grammar, pronunciation, spelling, etc.

The detailed work of writing lesson plans begins now. First, you look over the amount of time you have allotted to each part of the competency in the lesson plan outline. Then, you can choose appropriate activities to convey the contents of the competency. You can best do this by asking the following three questions as you select activities:

1. WHICH ACTIVITIES BEST ILLUSTRATE THE CONTENT OF THE LESSON?

When you begin to look over activities that might be included in a lesson plan, your first consideration should be which activities can best illustrate the content of the lesson, or input, you have decided to include. Many kinds of activities are available to you. Some can be found among the activities we have described Section 5 (Principles of Learning and Teaching) of this Resource Kit, as well as in many places on the CD ROM.

2. WHICH ACTIVITIES BEST ADDRESS THE LEARNING STYLES OF YOUR TRAINEES?

A second consideration is to address the learning styles of your Trainees. You will want to vary the activities as much as possible among learning strategies identified in Section 5 and elsewhere in this Manual. The creative lesson-plan writer will choose techniques and methods that address the strengths and weaknesses of various kinds of learners.

3. WHICH ACTIVITIES LOWER PRESSURE AND FRUSTRATION ?

Finally, the lesson plan should be designed with the goal of minimizing stress and nervousness. Your commitment to removing pressure, embarrassment, and frustration from the classroom environment will influence the final selection of activities.

FEATURES OF A BALANCED LESSON PLAN

A balanced lesson plan should have:

- receptive and productive activities (receptive ones should predominate in the opening weeks),
- full-group, small-group, pair, and individual activities,
- auditory-, kinesthetic- and visual-mode activities,
- inductive and deductive activities, and
- activities that appeal to a variety of learning styles and strategies.

DETERMINING WHAT MATERIALS ARE NEEDED

The last thing to do is to go through the completed lesson plan and take stock of all the materials you will need to perform the lesson. List these materials at the top of the lesson plan outline in the space provided for materials.

OTHER THINGS TO REMEMBER IN DEVELOPING LESSON PLANS

- Always make sure that your brief lesson plan notations will still make sense when you look at the lesson plan months later for the next training cycle. Be sure to write the current date and note material to be reviewed from a previous competency in pencil on the lesson plan so that they can be erased when dates and review items change.
- Jot down some comments on strong points and weaknesses the back of the lesson plan, or on a separate piece of paper to be filed with the lesson plan, the same day you teach the lesson. This will make it easier for you when you come back to revise it later.
- When you finish filling in the lesson plan form, you can go back to your competency outline and fill in the area called "Activities." You will then have completed both the competency outline and the lesson plan and be able to use them efficiently in future training cycles.
- One final note: It is entirely possible to teach several competencies in one day, especially if they are simple and interrelated; it is also possible to teach only part of a competency in one day if it is difficult.

SAMPLES FROM THE FIELD

SAMPLE LESSON PLAN FORMATS

Lesson plans can take many formats. The first of these two examples was developed by Peace Corps Nepal to help teachers design lesson plans. It consists of two lesson plan formats with questions to guide teachers as they design lessons. The second is the form used by teachers in Ecuador to record their daily lessons. There are other samples of lesson plan formats in Section 5 (Principles of Learning and Teaching), and on the CD-ROM that accompanies this Resource Kit.

SAMPLE LESSON PLAN FORMAT

Objectives	What will the students be able to do at the end of the session ?
Procedures:	What steps will lead to attaining the objectives? * Review / warm-up * Presentation * Practice * Application * Activities * Evaluation / Feedback
Directions:	What will I need to say in order for the learners to understand and carry out the activities ?
Time factors:	Approximately how much time will be spent on the different activities.
Materials:	What will be needed in order to carry out the lesson ?

SAMPLE LESSON PLAN

Date ____________________
Time ____________________

Topic: ________________________

Objectives: ____
____
____

Warm-up Review:
- Climate setting
- Make linkage with previous lesson.

Presentation:
- What must they understand ?
- What are the purposes of my activities ?
- How long will each activity take ?

Practice:
- How will they practice ?
- What are the purposes of my activities ?
- How long will each activity take ?

Application:
- What Trainees can do with language ?
- What activities will be suitable to the Trainees to use the language they learned.

Materials: What materials do I need ?
- For teacher use
- For the trainees use

Task: What could the Trainees do after I taught the lesson ?

Feedback:
- I want to know how this session is received.
- Is my demonstration clear ?
- Do they have suggestions that will help me to improve my delivery ?

PLAN SEMANAL DE CLASE

(Este plan debe ser completado diariamente y puesto en un lugar visible, en caso de ausencia del profesor o simplemente si Ana desea saber que se está desarrollando)

SEMANA : ....
IDIOMA : ....
PROFESOR: ....

Aspirantes:
1.................................
2.............................
3.............................

TOPICO/UNIDAD: ....

I. INTRODUCCION:

1. Saludos
2. Conversación dirigida con objetivo(secuencial)
3. Repaso del material anterior
4. Corrección de tareas
5. Enunciar el objetivo de la clase del día (aunque la clase fuera de repaso o clase de conversación)

II. ACTIVIDADES:

Temas desarrollados: (Incluir aquí material nuevo y/o material de repaso. Indicar el día en que fue desarrollado).

....

....

III. PUNTOS GRAMATICALES.

....

....

....

IV. TECNICAS./EJERCICIOS./SITUACIONES/TEMAS DE CONVERSACION.

....

....

V. TAREAS ASIGNADAS. (Incluir aquí tareas asignadas del libro o de otro material, actividades fuera de la clase, u otro tipo de tarea asignada).

....

....

VI. CHARLA: (No olvidar dar retroalimentación después de la charla).

Tema: ....
Comentarios:

....

....

VII. ESTRATEGIAS PARA SEGUIR APRENDIENDO

....

....

VIII.OBSERVACION: (Incluir aquí comentarios generales, tópicos/objetivos para la próxima semana, cambio de estudiantes, comentarios relevantes para el próximo profesor.)

....

....

HOW TO DO IT

ACTIVITIES THAT INTEGRATE OTHER COMPONENTS

Language Coordinators have identified language practice activities that are especially useful for integrating language content with the technical and cross-cultural training that also makes up the PST.

INTEGRATING LANGUAGE AND CULTURE

- **Homestay Preparation**
  - informing host family about going out; greetings & taking leave; Qs to elicit personal information
- **Homestay Activities & Assignments**
  - interviewing family members; learning local songs, games, sports, and dances.
- **Asking About Local Customs**
  - courting / dating; marriage; wake /vigil/funeral
- **Simulations For Practice And Assessment**
  - market / stores; homestay; office
- **Cultural Tours**
  - historical & religious sites
- **Critical Incidents**
  - family members relationships; community relationship (social structure)
- **Role Plays**
  - homestay situation e.g. eating.; making courtesy calls
- **Hands-On Activities**
  - working with farmers, fishermen, craftsmen, cooks, seamstresses, musicisabs, artists, etc.

INTEGRATING LANGUAGE AND TECHNICAL

- **Use Of The Daily Learning Cycle**
  - principles for technical competencies
- **Presentations**
  - demonstrating a technical process; explaining a technical process
- **List Of Technical Terms From The Technical Coordinator**
- **Site Visit Assignments**

INTEGRATING LANGUAGE WITH BOTH TECHNICAL AND CULTURE

- **Conducting Simple Community Surveys**
  - using procedures based on participatory rural appraisal and other such tools.
- **Cross Culture Community Development**
  - (CCCD- Nepal model).

TIPS FROM THE FIELD

TIPS FOR INTEGRATING LANGUAGE WITH OTHER SECTORS

Language Coordinators have developed this list of suggestions to help you integrate your language activities with other sectors.

BEFORE TRAINING BEGINS

- Organize a meeting before PST with different Coordinators.
- Get from them a list of technical words that will be part of the Survival Kit.
- Also get a list of the Technical, Cross-Culture sessions and competencies.
- Ask for any pictures or books that could help trainers to write material.
- Design and plan with other components. This will help you to know when Trainees have lessons.
- Develop a schedule of training events that involve everyone in the program such as this one:

CALENDAR OF EVENTS

Week 2: Field trip
Week 4: Language Trainers going with Trainees in field work
Week 5: Cooking Party
Week 6: Site visit
Week 8: Field trip

INTEGRATION WITH CULTURE

- Keep in mind that in a competency-based curriculum, each competency provides an opportunity for integration of language with culture. Because the content is based on real situations, learners can go out of the classroom and try the language in the actual cultural context.
- Some cultural topics (shamanism, cultural differences within the country, role of women, minority groups) may be covered through talks given in the target language.

- Visitors can be invited to the language class to chat with Trainees informally on topics of high interest. Have a visitor tell a well-known folk tale or legend.
- When doing community language tasks or carrying out language assignments with host families, PCVs could be asked to observe cultural behavior and norms.
- Have Trainees learn poems, songs and jokes, how to play popular local games and vocabulary used when playing them.
- Dialogues and role plays should emphasize specific aspects of cultural life, social norms, customs, etc.
- Language Coordinator and teachers can also act as cross-cultural trainers. Their role is, besides facilitating sessions, to act as cultural resource.

INTEGRATION WITH HEALTH AND SAFTEY

- Several Medical sessions, such as, nutrition, harassment, and reporting an emergency, can be coordinated with the similar language classes. Language teachers present the vocabulary necessary for the respective topic in a language session before the integrated one. The medical session can be done for the first part in English and for the second part in target language. Role plays can be acted out in the target language.

INTEGRATION WITH TECHNICAL

- Selected teachers may participate as interpreters/facilitators in the technical presentations and sessions and field trips.
- Coordinate with the schedule for technical demonstrations.

HOW TO DEVELOP A TECHNICAL LANGUAGE LESSON

- The technical language sessions should be relatively short, about forty-five minutes to one hour, and scheduled about once a week on average. They are intended to complement the technical training sectors in preparing Trainees to work in their fields and also to provide yet another change of pace from the normal classroom language lessons.
- In these sessions, the Trainees are divided by sector and have special language sessions that focus on the technical language and vocabulary necessary for the Trainees to work in their specialized field.
- A typical technical language lesson begins with the Trainees receiving a list of new vocabulary words relating to some aspect of their field. For example, the SBDers might have banking vocabulary, the ENVs might have vocabulary about natural features and TEFLers some information about the school system.
- The Trainees go over the vocabulary and ask clarification questions, then the LIs have some short exercises, dialogues, role-plays, etc. to check the Trainees' understanding of the material.
- Check that the dialogues and role plays are authentic. Ask currently serving PCVs or APCDs to find out how realistic they are.

SAMPLES FROM THE FIELD

ACTIVITY TO INTEGRATE LANGUAGE AND TECHNICAL

This activity was developed by Peace Corps Philippines to integrate language with technical competencies. Note that it can be used for both language practice and as an assessment activity as well.

Language-Technical Presentations

This activity may serve as a culminating activity in Pre-Service Training where Trainees will demonstrate their proficiency in their target language by presenting a topic in their respective sectors in the target language. Audience may either be the staff or the host families. Individual or group presentations may be done, too.

Procedures: 1. At language orientation, Trainees are informed that part of the assessment process will be a technical presentation in the target language before the end of PST.

2. Three weeks before the end of PST, Trainees consult with their Technical Trainers as to a possible topic to present.

3. Trainee and Technical Trainer will develop a 5-minute presentation on the chosen topic.

4. Trainee and language instructor will work on translating the topic into the target language, prepare visual aids , and practice the text for proper pronunciation and intonation.

5. Trainees will practice their presentations in small groups. Instructor will give Trainee feedback on T's performance.

6. Trainees make presentations in the last week of PST.

Possible Topics: Simulation of a Village Meeting; How to Prepare an A-Frame; Seedbed Preparation; Bio-Intensive Gardening; Constructing Artificial Reefs; Castrating a Pig; Conducting Community Surveys; Constructing a Ferrous Cement Tank; Repairing Wells.

THINGS TO THINK ABOUT

LANGUAGE TRAINING IN MULTILINGUAL COUNTRIES

DIFFERENT SOLUTIONS FOR DIFFERENT SITUATIONS

Many countries where Peace Corps Volunteers serve are multilingual, but from the perspective of designing a language program, they fall into three categories:

- countries with several regional languages,
- countries with linguistic diversity bridged by a strong national language, and
- countries where most people need to speak at least two languages.

COUNTRIES WITH SEVERAL REGIONAL LANGUAGES

Looking at the first category, we find countries where five or more languages may be spoken, but there is no one language that everyone speaks, or the common language is English. In these countries, such as Uganda and Micronesia, Trainees learn the language used in the geographic area of their assignment. This multiple language situation presents ambiguities and problems for program design: How can homestay be structured so that Trainees are not speaking English with their host families? How important is the "local" language anyway? How can PCVs be motivated to learn Language X when so many people around them speak good English? Training programs in Namibia and Uganda have also had to wrestle with the difficulty of deciding which language to teach to whom, when it is not always clear early on where a Trainee will eventually be assigned.

COUNTRIES WITH LINGUISTIC DIVERSITY BRIDGED BY A STRONG NATIONAL LANGUAGE

In a number of other countries, a *lingua franca* has been adopted, and Trainees need only learn the one language. In Papua New Guinea, for example, there is a huge number of languages, each with a relatively small number of native speakers. As a result, Tok Pisin, a creole language, is used by most people as a means of communicating with others outside their language group, and has become the mother tongue for many. It is this language that Peace Corps teaches to

Trainees. The situation may not always be so clear. In some instances PCVs may be trained in only the national lingua franca, but may later find they need the local language because they are working with a relatively disenfranchised population, e.g., women, out-of-school youth, or farmers. In these cases, the PST language program may need to be re-designed, or a language IST must be organized.

COUNTRIES WHERE MOST PEOPLE NEED TO SPEAK AT LEAST TWO LANGUAGES

Most problematic for Peace Corps, though, is the third category: posts that are bilingual. Nearly thirty posts fit this description. People in these countries may speak a national language or the language of a former colonizer, (usually for purposes of government, education or trade), but they retain the use of their still widely-spoken mother tongue for day-to-day communication. This situation holds for virtually all Francophone and Lusophone posts in Africa, at least five posts in Inter-America, and a number of former soviet republics, particularly those in central Asia, where the non-Russian languages have had little foothold in educational institutions for generations. As a result, Peace Corps teaches two languages to newly arrived Trainees in these countries.

Training designs at these "two-language" posts vary because of several factors.

- The first is the relative ease of the languages involved, which affects how much time must be spent on each language in training. In Suriname, for example, rapid progress can be made in the national creole, Sranan Tongo, so after just a few weeks, Trainees can begin working on their second language, which may be another creole or a rather difficult indigenous Indian language, such as Trio. During the PST, the first language can be maintained through contact with the homestay family and the community surrounding the training site, while the second language is being studied intensively in the classroom. If the two languages are unrelated to each other and are both difficult for speakers of English, such as Uzbek and Russian, at least three other factors need to be considered.
- A second factor is the relative importance of each language for each Volunteer assignment and living situation. For example, in the Philippines, although the national language, Tagalog, may be critical on some islands, it may have little importance for Volunteers serving in remote island communities. In Ghana, some survival Twi is useful for all PCVs, but Volunteers have the greater need for fluency in the local language of their assignment. This factor may have an impact on the balance of emphasis between two languages for different Trainees at the post. A way to structure the program in this situation, then, is to provide only an introductory

course in one language, using this time to mull over site placements, while Trainees demonstrate their language learning aptitude and discover their own learning styles. After site assignments have been determined, some Trainees may continue in the first language while others tackle a second one.

- If both languages are important, which is frequently the case in countries where French or Spanish is spoken, posts may extend the PST and/or divide the training time equally. Alternatively, posts may set a proficiency standard which Trainees must meet before moving into a local language (though a rigid standard is impossible to maintain). In some of these posts, there has been an effort to recruit fluent speakers of Spanish or French, so that these Trainees can concentrate on the local language exclusively. In still other posts, the majority of the training time may be spent on the national language, but the final three weeks are devoted to the local languages, and during this time, Trainees must learn and demonstrate skills for self-directed learning, which may have been introduced earlier. There would probably be follow-up language ISTs in all of these situations.
- Finally, the political or social status of the language is another factor to be considered. Government language policy or general stigmatization of the language may discourage the teaching of a language of a former colonizer. For example, although it may be useful to be able to speak Afrikaans or Russian in some posts, it may be impossible for Peace Corps there to announce publicly that it is offering instruction in these languages. (A somewhat similar situation can exist in creole-speaking posts where the most widely spoken language is held in low regard, particularly among the educated, who may consider the creole as a "broken" form of English or French, for example.) The status factor may be strong enough to rule out training in one language during PST, leaving it up to individual Volunteers to assess the importance of the language at their sites and find tutors there, if necessary.
- In all two-language posts, it is important to help Trainees develop the skills, knowledge and strategies to continue working on the language after Pre-Service Training. Current Peace Corps efforts are focusing on tutor training, materials development, independent learning skills development, and IST design.

TIPS FROM THE FIELD

POINTS TO CONSIDER IN MULTI-LANGUAGE ENVIRONMENTS

Language Coordinators from ECAM countries developed this useful matrix for the issues you will need to consider if your post is involved in teaching multiple languages.

1. To Decide Upon	2. Take Into Consideration	3. Think About
• When to start the new language?: week 1 -OR- middle of training, after site selection	• Trainees starting with 2nd language from very beginning won't be able to function in the host country language	• How might it influence their life as a PCV and relationships with the HCNs?
• Principles of Building the Curriculum	• Trainees have some general knowledge about 1st language (survival); which they can apply to the 2nd language	• Psychological impact of starting from the very beginning again
• Choosing the competencies	• Needs assessment • Advice from current PCVs • Suggestions from APCD & Tech. Coord.	• The local situation NOTE: Basic survival 2nd language should be offered to the PCVs as an option

HOW
TO DO IT

GROUPING OF STUDENTS DURING PST

FIVE PRINCIPLES

Before Pre-Service Training begins, Language Coordinators need to make decisions about how to place students into groups for language class. First, the Coordinator needs to understand the purpose of grouping. It is not necessarily the case that completely homogeneous grouping--putting similar students together--is always the most beneficial goal, even if it were reachable. Students who differ in age, learning style, area of technical specialization or even learning rate can learn from one another, and a skillful instructor can maximize learning from this diversity. On the other hand, no instructor should be expected to develop multiple lesson plans because the learners in one group have such diverse needs or levels of proficiency. Students are grouped in order to provide the best learning conditions possible.

Although there is no single advisable solution to the issue, there are principles to be observed. The following five principles should be followed when making grouping decisions:

1. RESPECT LARGE DIFFERENCES IN PROFICIENCY LEVEL

In French- and Spanish-speaking posts, many Trainees arrive with some previous knowledge of the language and need to be divided by proficiency level. In many of these posts, the Peace Corps LPI is administered for this purpose. Such a sophisticated, formal procedure is probably not necessary for the relatively self-evident discriminations to be made for placement--a brief, casual chat with an instructor or the Language Coordinator would probably reach the same result. In Mali, newly arrived Trainees simply read descriptors of the ACTFL levels and were able to place themselves in proficiency level groups with as much reliability as the formal testing procedure. But the score on the LPI can be a useful "benchmark" to use when measuring later progress, so it continues to be used for learners of Spanish and French.

2. RESPECT LEARNER PREFERENCES

By offering learners a voice in grouping decisions, the Language Coordinator is taking a first step in building learners' sense of responsibility for their own learning. Although honoring all learners' wishes may be impossible, it should not be too inconvenient to consult the Trainees formally or informally about their likes and dislikes. A sample questionnaire for this purpose is appended here. Asking Trainees about their preferences does not mean that staff have completely surrendered grouping decisions to the learners; teachers, the Language Coordinator and others should be a part of the process also.

3. RESPECT LEARNERS' NEEDS

For At least some of the time during PST, and for much of the time during ISTs, learners can be grouped according to what they want to spend time on, by areas that need remediation, or by technical specialization. In other words, an initial placement grouping does not have to be the only grouping used throughout training.

4. USE STYLE INVENTORIES AND APTITUDE TEST SCORES VERY CAUTIOUSLY

Grouping by learning style is a tempting option, but does not necessarily result in successful groupings. Results of learning style inventories such as the Kolb Inventory may not be very applicable to language learning, especially in the unique Peace Corps conditions. Learning style "types" may also vary over time and according to specific tasks, so a single inventory may be misleading. If using a learning style inventory as a means of grouping, Language Coordinators are encouraged to use additional means as well. In earlier years, Peace Corps used a version of the Modern Language Aptitude Test to group students but discontinued it when Trainees complained of being unfairly labeled and "pigeon-holed," and instructors found that Trainees' actual achievement didn't match the test's predictions. Unfortunately, aptitude testing had not reached a point that it could reliably identify learners of similar learning rates and abilities--and it still has not. Factors such as motivation, culture shock, physical illness, idiosyncratic preferences and personality play too great a role in language learning for even the most sophisticated modern aptitude tests to predict what kind of a language learner any individual is likely to be.

5. MULTIPLE MEASURES WILL YIELD THE MOST SATISFACTORY RESULTS

Rather than relying on a single test, questionnaire or procedure, Language Coordinators should use several, so that the principles briefly described here can be applied as fully as possible. Note that the Strategy Inventory for Language Learning (SILL) is intended to increase learners' awareness of strategies, not to identify their learning styles. The SILL should not be used for placing students in groups.

HOW
TO DO IT

LANGUAGE PLACEMENT QUESTIONNAIRE FOR GROUPING TRAINEES

This questionnaire was designed for Peace Corps Thailand as part of their first community-based training (CBT) to get information on the Trainees' language class preferences. It can also be used to get an idea of Trainee preferences in other training models as well.

Name________________________

Language Class Preferences

1. I (a. dislike b. don't mind c. like) the idea of studying in a class with others who may be faster or slower than I am.

2. I would prefer a class with (a. few b. occasional c. many) explanations about the grammar and other aspects of the language.

3. I (a. dislike b. don't mind c. like) being in a class with few English explanations, in order to stay in the new language as much as possible.

4. I (a. dislike b. don't mind c. like) classroom competition--games, trying to answer questions first, etc.

5. I do best when learning (a. on my own b. with a partner c. with a group).

6. In classroom activities, I am likely to (a. take my time and double-check my work b. finish quickly and check for mistakes later).

7. When it comes to hearing a new language and picking up new sounds and vocabulary, I am (a. not so good b. about average c. quite good).

8. The most important suggestions I have about my language class are:

TIPS FROM THE FIELD

DO'S AND DON'TS OF GROUPING AND ROTATING STUDENTS

Language Coordinators developed these suggestions for forming and changing Trainee grouping

DO

- Allow maximum Trainee choice.
- Be ready to adjust at Trainee request.
- Include teachers' opinion in grouping decision.
- Use multiple measures.
- Get Trainees' suggestions for grouping process.
- Learning Style Inventory can be useful but also consider Trainees' preference for Grammar, Hi/Low Speed/ Stress, Conversation, etc.
- Rotate teachers or students for variety.
- Try reshuffling classes from time to time, and put different learning pace and learning style people in one class group. This helps Trainees learn to learn from each other.

DON'T

- Don't use SILL to group PCTs.
- Don't keep secrets about the grouping process.
- Don't rely on aptitude tests.
- Don't assume that there should always be a slow group.

OTHER TIPS

Use a mix of grouping techniques, such as this system:

- In the beginning Trainees form their class group by themselves. Language Coordinator prepares one sign up sheet for class group and Trainees sign up.
- Within a week this first class group is rearranged by Language Coordinator. Rearrangement of the classroom is based on language trainers' observation/evaluation and Trainees' input.
- Trainers keep daily log of Trainees' language progress. Every evening the language staff share their observations on the Trainees' progress, their learning pace and style.

SAMPLES FROM THE FIELD

DIFFERENT SYSTEMS FOR GROUPING TRAINEES

Language Coordinators from ECAM countries included this information in their final reports about how and why they grouped Trainees, and the relative advantages and disadvantages of those systems.

SLOVAKIA

- The Trainees were grouped according to their relative ability and proficiency in learning the language.
- The groupings of the Trainees were re-assessed by the language staff every two weeks and the LIs assigned to each group were switched at this time as well.
- Reasons for moving a Trainee to a different group might be if a Trainee started moving ahead of her current group or conversely, falling behind.
- Several times groupings were changed because of personality conflicts among Trainees within the group. The language staff also tried to group together Trainees who had similar learning styles.
- The rationale for changing the language instructors was to give the Trainees exposure to different accents and speaking rhythms, as well as exposure to different teaching styles.

ALBANIA

- Grouping Trainees started before they arrived in Albania. The language coordinator read through all their PTQs, noting for each of them, their abilities in the foreign languages, and their expectations, as far as Albanian language was concerned. Then, during the initial orientation, in her first four Albanian classes, besides teaching the new things to them, she and her assistant, carefully observed, who was grasping the new words and expressions better and faster. This helped a lot in grouping the Trainees for the first two weeks, and it worked well. Anyway, the language coordinator was flexible in switching Trainees from one group to another one, when it was needed.
- For the next weeks up to Week 4, it was done according to the Instructors' assessment of students' performance and

Trainees' self assessment.

- For Week 5, grouping was done according to their specific sector and proficiency, and the rest of the other weeks, according to their proficiency, considering their opinion as well as that of their language instructor.
- Starting in week 3, we formed one group of slow learners, and they followed the same language manual, but paid specific attention to the communicative language, doing mostly review and situational dialogues, rather than grammar problems. It proved to work really well. By the end of the PST one of the Trainees, who belonged to the slow learners, got Intermediate Low, something very satisfying.
- From the week 4, the language instructors adapted their lesson plans to the level of the groups they were teaching, and for the fast learners, introduced special additional activities.
- There was also the rotation of the language instructors, once in two weeks. First, some of the Trainees didn't like it too much, but later, they really appreciated that. Anyway, the Language Coordinator, was very flexible in assigning teachers to different groups, considering the experienced teachers and the fast learners.

CZECH REPUBLIC

The grouping pattern was another innovation to the 1995 PST.

- It was based on the following requirements:

Trainees should be exposed to a variety of accents and different voices; Trainees should be exposed to multiple teaching styles; confusion by frequent changes of teachers and haphazard regrouping ought to be avoided; Trainees should be grouped according to learning styles to avoid frequent regrouping; at some point Trainees with similar language learning ability should be able to be in one class to profit from each others' progress; the TEFL component Trainees should be in separate groups to avoid complications during the two-week TEFL Practicum in the second half of PST

Groupings were done in the following ways:

- a learning style inventory was administered in the beginning; the Brain-Dominance and learning style preference (*visual, audial, tactile*) were tested, and the Trainees' preference in the *visual, audial, tactile* range was taken into account for grouping.

The Trainees were grouped in the following pattern: 50 Trainees were broken into 6 groups of 8-9; each group formed three language classes; each group was assigned three teachers who rotated over the classes everyday:

- The teachers were given relative freedom in organizing the work of their group.
- The rotation pattern varied from three times a day, two times a day, to daily.

• For some activities the whole group was brought together.
• Changes by ability took place mostly within the group and were the responsibility of the lead teacher who consulted with the Language Coordinator.
• There were only two regroupings necessary across the teaching groups.
• This pattern also allowed for more individual attention to the needs of slower, or more advanced Trainees.
• On Friday of Week 9 the Trainees were regrouped for the day so that they had a chance to work in a different class with a new teacher for the purpose of review.

ROMANIA

• One of the key factors that led to the good results of the PCTs in learning Romanian was the possibility of working in small groups. With an average of 3 students in a group the speed of progress is higher than in a larger class.
• Initial grouping was done based on the PCTs' assessment of their previous exposure to foreign language or to Romanian language. Groups were kept the same for 2 weeks in a row.
• Groups were reassigned based on the feedback given by instructors, on different evaluation forms used and on learning style preferences.
• Starting with week 7, due to LSP implementation, each student was in 2 different types of groups, regular and technical, which contributed to reinforcing PCTs independence. This allowed us to have also mixed ability classes and to avoid monotony.

BULGARIA

• The groups were small - 4 or 5 people and in the last 3 weeks there was 1 group of 2 people only.
• The initial groups were formed with the assistance of all language staff using the results from Learning-Style Inventory filled out by the Trainees on Friday prior to Week 1.
• After the first two weeks of training, the Trainees were re-grouped according to their level of language achievement.
• The teachers started to give special attention to the slower groups who started to cover the same competencies as all the other groups but with simpler structures and vocabulary. This decision was taken keeping in mind that when they go to their sites, all Trainees will have the same language needs.
• The second re-grouping was in Week 4 before the SBD people left for their SBD Conference. The TEFL and the ENV Trainees stayed together and the SBD were put into separate groups.
• The third re-grouping starting with Week 7 brought SBD and ENV people together while TEFL Trainees formed their separate groups because they had their Practicum.
• The last re-grouping was after the Practicum finished at the end of Week 10, when people from all the three projects were mixed together.

- Separate groups were formed for the technical language classes which started in week 2 when the Trainees went into different groups only for their tech language sessions.
- From time to time individual Trainees were moved to different groups based on their self-assessment forms, on the teachers' feedback on their language progress and on direct feedback received in one-on-one conferences with the Language Coordinator. We also tried to accommodate some Trainees who said that they had communication problems with some of the other people in their group. Those, of course, were just isolated cases.
- This model of grouping people according to their level of language acquisition should be kept in future trainings for it answers the individual needs of most of the Trainees. I say most, and not all, since a few of those with lower language skills expressed a desire to be in a higher-level group so that they could be stimulated and pulled up by the faster learners. This is an intricate question because, on the other hand, the faster learners felt frustrated when someone of the group started to fall behind.

MOLDOVA

- The language groups for the first phase were formed at random based on the information from the Pre-Training Questionnaire. Groups were fixed according to age and sex. Five groups of 8 and one group of 6 students(initially) were taught by a team of two teachers each.
- Group changes occurred at the beginning of each phase
- Students of similar levels of language acquisition were placed together only towards the 8th week of training, when a Grammar/ Traditional Methods class was formed. Prior to that, the strategy was to avoid "labeling" the groups or the students as "fast" and "slow" learners, as happened in other trainings, and also to model the real situation in the schools, were the TEFL Volunteers will have to deal with multilevel classes.
- At the end of PST Trainees were divided into SBD(3) and TEFL (3) groups, where their needs will be better addressed.
- The best way, it seems, is to work with pairs of teachers. Situations and dialogs can be offered most realistically. Having one Romanian specialist and one English specialist is extremely beneficial for solving problems and developing and refining plans. Having one experienced teacher and one new teacher assures the success of the whole process.

THINGS TO THINK ABOUT

COMMON CHALLENGES PRESENTED BY PROBLEM LANGUAGE LEARNERS

Peace Corps Nepal developed this group of case studies about common "problem Trainees" who, for one reason or another are not achieving the competencies or proficiency levels that are expected of them. You may want to use these as part of your TOT and have your teachers brainstorm possible solutions. Alternatively, you may just want to study them and identify common issues that you may need address as you organize your training materials and activities.

ABE	Abe is a 23 year old Trainee. He will be working as a Mechanics Teacher at the Vocational School. He is very good in language. He studies every day. The problem is he has a memory problem. Although he studies a lot, after one day or so, he can't remember anything.
CHARLENE	Charlene is an unmotivated Business Volunteer, who shows up late for language class. She is a lawyer by profession and feels that others in language class should not be doing better than her. She does not see the importance of learning the target language because she will be an urban (district center) Volunteer and English is the predominant language.
BILL	Bill is a very motivated Trainee in his work. He likes Nepal very much. But in language he does not improve much because: He does not want to make mistakes. He forgets previously learned materials. He cannot concentrate for more than one hour in the class. We have tried the following for him: Individual attention was given. Direct method was not applied to him. Translation was provided. An action plan was made. Still his Nepali language skills are not improving.
ROGER	Roger is a slower learner because: He lacks confidence in language. It's hard to learn new language. He is older. The language classes do not relate to assignment. He complains

about weather. He cannot understand trainers' speech. Help Offered: extra lessons; remedial work; placed in a slower learners group; encourage host families to speak the language to him at home

DAVID

David: Senior Volunteer who was once a Major in the US Armed Forces. Complains about language instructors' incompetence and the unavailability of student materials. He feels that locals should be learning English, which is the reason behind his being a Volunteer.

JANIE

Slow Learner Janie keeps saying: I can't remember what I learned yesterday. I've been at my site now for six months and still can't go beyond saying Hello, etc.

HANK

A senior Trainee, Hank is slow because he is not motivated. He hates the language and does not see it as appropriate for the site. He is very quiet, not social.

MARY

Mary is 73 years old. She forgets things easily. She tries to give excuses for not being a good language learner. She complains to the PD and LC that the language instructor pays more attention to other, more active students.

PETER

Peter is 24 years old. He is well - accepted by his village and community, but he cannot understand simple questions in the language. This is his first language learning experience .

TOM

Tom is a slow learner because he has a hearing aid. He cannot hear well. It is hard for him to listen. It is hard for him to pick up new words in the language. It is hard for him to speak the right words.

MIKE

Mike is a slower learner who has difficulty with his speech because sometimes he mumbles to himself. He has hearing problems because sometimes he forgets to wear his hearing aid. He is an older Trainee who didn't want to go back to a classroom situation.

JOCELYN

One of the slow learners, Jocelyn, is an older learner. When we ask her to practice in class, she cannot do it even though she has just learned those words or sentences or even when we asked her classmates to practice them first.

DONALD

Donald is a male Volunteer, age 23. He hasn't studied any other language before. In motivation - he does not see any use of the language. He is a TEFL teacher and hopes to get assigned to the capital city. He does not recognize different sounds which are not in his native tongue and cannot produce those sounds. He cannot get rid of the grammar structure or word order of English. He seems to have a "bad memory", and mixes up everything.

THINGS TO THINK ABOUT

ENCOURAGING INDEPENDENT LANGUAGE LEARNING

ISSUES THAT AFFECT INDIVIDUAL LANGUAGE LEARNING

As mentioned at the beginning of this section, one important goal of PST should be to train Volunteers to continue their language learning after the end of PST. Therefore, in addition to goals about specific competencies and proficiency levels, an equally important part of the content of the PST should focus on skills and awarenesses that foster independent, self-directed learning. Specific session designs to use in PST to prepare Trainees for self-directed language learning are included in Section 6 (Ongoing Language Learning) of this Resource Kit. As you design your training, it is important for you to consider the following basic issues of independent language learning and decide how you will incorporate them into your PST.

1. ATTITUDE	How Trainees feel about the language, their perception of their ability to learn it and their confidence in taking more responsibility for learning.
2. KNOWLEDGE ABOUT LANGUAGE AND LANGUAGE LEARNING	What Trainees know and believe about what language is, about the particular language they are learning and how people learn a language.
3. SELF-KNOWLEDGE	What Trainees know about their own range of learning styles, modality preferences, and other personality factors that influence their learning.
4. MANAGING LEARNING	What Trainees understand about planning, monitoring and evaluating their learning and learning processes.
5. LESSON PLANNING	Skills Trainees have for sequencing the steps in learning (attending, comprehending, remembering, practicing, using), knowing when to use specific strategies.
6. KNOWLEDGE OF STRATEGIES	Specific actions or mental steps that Trainees can use to manage their learning and to carry out a self-directed lesson.

HOW TO DO IT

A SEQUENCE OF PROCESSES AND ACTIVITIES TO PROMOTE SELF-DIRECTED LEARNING DURING PST

The following kinds of activities and suggestions were developed for 1997 PST for Peace Corps Thailand. Fuller descriptions of specific materials and sessions are contained in the information on Self-Directed Language Learning in Section 6 (Ongoing Language Learning) of this Resource Kit.

FROM THE BEGINNING OF PST

• Teachers should introduce specific **strategies** for planning, focusing attention, monitoring, communicating (speaking and listening), memorizing, and practicing. This attention to strategies should be integrated into the "regular" language lessons. They can introduce the idea of strategies with "Questions You Can Answer Without Thinking," included later in this section
Refer to "Strategies in PST Lesson" or "Strategies List" for selecting strategies and ways to introduce and practice them. Also see suggestions in *Language Learning Strategies for Peace Corps Volunteers* on pp. 15-17.

• Be sure to include some of the most powerful strategies:
- Focused listening or reading for a specific bit of information
- Guessing meaning from context
-Memory strategies

• Trainees should be keeping a learning log, using it as the basis for question/answer activities every other day or so. Trainees should be writing about new words and expressions they hear, strategies they are using etc. They should be writing about their community entry activities, culture skill learning activity, and community assignments from the language lesson. Be sure to allow time for writing in the learning logs and to compare ways of selecting and organizing contents of the logs.

• Trainees should practice self-assessment using a competency checklist.

FROM WEEK 3

- Incorporate Trainee suggestions or give Trainee choices for content of lessons.

FROM WEEK 5

- Have individual Trainees co-plan some lessons (no more than an hour of instruction) with the teacher, so that Trainees learn the process of selecting content and sequencing activities. Each Trainee should have this co-planning experience two or three times.

WEEKS 4-11

- Do readings (in English) and activities (about one per week) that help Trainees understand more about language and language learning and become more aware of their own learning styles. Here is a possible sequence:

- Analysis of learning style: Use a learning styles inventory.
- Beliefs about Thai: Contrast Thai and English
- Beliefs about language learning: Do the True/False Quiz included here. Explanations of the answers are in *Language Learning Strategies for Peace Corps Volunteers*, pp. 3-5.
- Do the SILL to acquaint Trainees with a wide variety of learning strategies.
- Beliefs about language and communication: Have Trainees read and answer questions about Chapter 5, "The Communication Process," in *How To Be A More Successful Language Learner*.

NOTE: Remember to help Trainees learn how to use resources such as dictionaries or reference grammars.

BY WEEK 8

- Reflect explicitly on the culture skill learning (Trainees were asked to learn a skill such as weaving or fishing in their host community) to understand the main elements of self-directed learning. Compare the process to language learning. Follow up with a focus on how to do a needs assessment.

WEEK 10 OR 11

- Trainee plans a language lesson or two using a language informant (not a trained teacher) to practice and demonstrate the ability to use an un-trained tutor. The language lesson should be based on the Trainee's needs assessment of a tech project he or she is doing in the village.
- Conduct a session about selecting and using tutors. Refer to materials elsewhere in this section.

SAMPLES FROM THE FIELD

SETTING UP A PST SCHEDULE OF ACTIVITIES FOR SELF-DIRECTED LEARNING

Here is the PST training schedule that was developed by the Czech Republic to insure that language learning strategies and other self-directed language learning activities were scheduled into the ongoing competency-based curriculum.

LANGUAGE CONTENT	WEEK	STRATEGY FOCUS	TEACHING ACTIVITIES	SPECIAL SESSION TOPIC
staff-selected general competencies	1	a. induction b. no rules c. induction	spread out over the week: a. pronunciation only b. grammar c. grammar	1st session: Intro to Lang. Tr. Prog.
staff-selected general competencies	2	deduction	spead out over the week: grammar; word root with prefixes/suffixes Consolidate/ review at end of week	Strategy discussion: induction vs. deduction
staff-selected general competencies	3	visual vs. oral	two days focus on each "style"; activities: a. written work introduced towards end of lesson only b. written work introduced just before "practice" c. written forms introduced just after teaching respective language d. written forms given as preview to lesson	Strategy discussion: visual vs. oral

staff-selected general competencies; **begin trainee-selected comp. content (vocab.; expressions)**	4	"correction"	a. T corrects Ss explicitly b. T signals mistake, Ss self-correct c. T signals mistake; gets other Ss to correct d. no active correction unless complete lack of communication	Strategy discussion: correction (applied to tutor/helper) Review/ consolidate at end of week
staff-selected general competencies; **add trainee selected optional competencies ("interest groups")**	5	focusing on specifics (listening)		
same as week 5	6	focusing on general idea (listening)	Do styles survey at end of week; Trainees choose competencies for next week	Review/ consolidate at end of week
same as week 6	7	focusing on specifics (reading)		
add staff-selected technical competencies; Trainee selected optional competencies ("interest groups")	8	focusing on general idea (reading)		Strategy discussion: focussing on specific idea vs. general meaning Review/ consolidate at end of week
add Trainee-selected technical competencies; Trainee selected optional competencies ("interest groups")	9	self-directed language learning techniques		Strategy discussion: organizing work/ selecting content Session on 'Tutor'
same as week 9	10	goal setting for continued language learning		PST Evaluation; Plan of Action (incl. strategy discussion: reviewing old material)

HOW TO DO IT

BUILDING CHOICES INTO THE LANGUAGE PROGRAM

The previous part of this section outlined some of the principles for increasing self-directed language learning and noted that providing Trainees choices in the language program is an excellent way to increase their sense of self-directed responsibility about the language-learning process. Here are options you may wish to include in your training design for different kinds of language sessions that incorporate the element of Trainee choice as a fundamental part of their organization.

TUTORIALS

Tutorials are optional individual sessions with a teacher to review, ask questions or provide additional practice opportunities. They can be scheduled at a time when there are no other organized training events, such as during the lunch break or in the afternoon. These one-on-one events can be available as a regular aspect of the program, but only held when students actually sign up ahead of time to take advantage of them. "Tutor duty" can rotate from instructor to instructor throughout the week. Programs that use this option usually post a sign-up sheet each day with the name of the tutor on duty and time-slots for people to choose from. Once the time-slots for a particular day are full, Trainees need to wait for the next day's sign-up sheet.

SELF-DIRECTED STUDY

It's important to allow Trainees time to internalize and absorb all the new information they get in their classes. This often doesn't happen outside of class, since Trainees use their free time to socialize with their host-families and other Trainees, and to take care of their own personal needs. This "time for reflection" can be provided through a regular period of unstructured, but mandatory self-directed study, where Trainees can review lessons, work on homework assignments of supplementary workbook activities, or ask questions of an instructor.

CHOICE CLASSES

Many programs provide an "elective hour", when there is a selection of topics for Trainees to choose from. These are usually during the late the afternoon, but the most important aspect of timing is that it be provided on a regular basis, at least once a week, and ideally more often.

- The topics are typically different from the ones that comprise the general sequence of competencies in the program, and Trainees are allowed to choose which class they want to attend. Such choices might include more practice with different competencies (such as a class focusing on language used for host-family situations, or technical competencies), or additional practice with a particular functions (such as asking directions, or dealing with hassles in the street), or a class that is organized around a particular learning style or strategy or language learning activity (such as "grammar intensive" or a special review of a particular topic like verb tenses or noun classes.)
- As you get to know the individual strengths and weakness of your teaching staff, you may find that one teacher is particularly good at explaining grammar, another is especially creative at designing language learning games, and a third has demonstrated particular patience with slower learners. By capitalizing on these individual strengths in your teaching staff you can provide focused practice that will greatly supplement your "regular" syllabus. Many posts combine choice classes with self-directed study by offering the latter as one of the choices during the "elective hour."

QUESTION-ANSWER CONFERENCE

Individual question and answer conferences are not only a good way to assist with particular problems that people may be having, but are also an excellent opportunity to model and give opportunities to practice how to create effective learner-directed language sessions. Not all Trainees will take advantage of tutorial opportunities or self-directed study, so including this kind of conference as a part of your program will help prepare Trainees for designing language lessons with informants (as opposed to teachers.)

SAMPLES FROM THE FIELD

CHOICE CLASSES

Here is the schedule for choice classes offered during a PST in Bulgaria. Each session was 90 minutes long. The program was structured to provide the opportunity to choose once every two weeks, and the classes were scheduled for a morning session early in the week when Trainees were fresh and attentive, rather than having them on a more frequent basis, but at a less ideal time (such as late afternoon, or late in the training week.) Note the kinds of courses that were offered. Final selection of topics for your program will, of course depend on the learning challenges present by the particular language, Trainee needs and the individual talents and interests of your individual teachers.

Week 4

Choice	Topic Focus	Activities
Listening / Speaking	numbers, furniture, prepositions, family relations	picture dictation, listening for gist, describing own houses, conversation fillers
The Cyrillic Alphabet	letters & sounds	fill in the missing letters, reading letters, writing letters
Grammar	gender of nouns, articles, comparison of adjectives, prepositions, types of verbs	chain drill, card game, comparing famous persons, auction, make sentences, fill in the blanks, the longest sentence competition
Reading	international vocabulary in Bulgarian	reading for gist: prepared text with international vocabulary & focusing the attention on newspaper headlines for specific info

Week 6

Choice	Topic Focus	Activities
Speaking	directions, socializing	following simple directions, socializing at a party
Reading / Vocabulary	daily routines	comprehension reading, guessing the meaning of key words in a context, making sentences using the new words
Reading for Gist	advertisements; visit to Rousse	finding out information; answering to true / false, comprehension and multiple-choice questions
Grammar	aspect of the verb, prepositions, adjectives	concentration game, fill in the blanks, card game - gender of adjectives, synonyms, antonyms
Writing	spelling, writing a short story	write a short story, make up sentences of 3 words, crossword

Week 9

Choice	Topic Focus	Activities
Speaking	free conversation topics	Ts write down a topic of their own interest on a sheet of paper. They choose a topic on one of the sheets of paper at random, and after thinking it over for a while, give a short talk.
Grammar	present simple & future simple tense	Concentration game - for distinguishing between the perfective and imperfective aspect of verbs. Fill in the blanks with the appropriate verb in Present or Future Tense. Memory chain - formation of positive and negative forms of verbs in Future Tense. A game - "Shout in the circle".
Past Simple Tense	formation of the past tense out of verbs from different conjugations	Arranging scrambled sentences in Past Tense. A ball game with verbs in the past. Make up sentences in the past. Formation of past tense forms out of the perfective present form of the verb.
Grammar: Agreement	- of adjectives and nouns - of subject and verb	Put adjectives in the right form next to a list of nouns. Ts ask each other questions to find out different things about the words given on cards using the appropriate gender. Fill in the missing words (nouns, adjectives, numerals, verbs) in a letter using the correct form. Agreement of subject and verb into Present, Past and Future tense (Daily Routines). Compare objects in two pictures.
Questions with *ÎË* & *ÎÂ*	word order of interrogative and negative sentences	Statements to be turned into yes/no questions (with the verb "to be" and other verbs in the Present , Past and Future). Asking appropriate questions to given answers. Multiple -choice interrogative / negative sentences given for concentration on word order, position of *ÎË*, forms of verbs.
Reading for Gist	Signs Instructions Adapted Poetry Telegrams	A card game. A card game. Reading excerpts of poetry in pairs and miming. Reading telegrams

* Writing a letter (for advanced learners) * Writing letters (for slower learners)	*Different ways of opening and closing a letter *Spelling & pronunciation	* Writing a letter and a post card; crossword solving * Fill in the letters; spelling of common words, crossword solving

Week 11

Choice	Topic Focus	Activities
Conver-sation Practice	Topics covered during PST	- a game : My friend the dwarf - 20 questions. LI tells a story about a friend of his/her who lives in a very high block of flats on the 15 floor. Every morning he gets up very early in the morning, gets dressed, has his breakfast, goes out of the apartment , gets into the lift , presses the button to the first floor, gets out of the lift, goes to his office, works there till 5 .30, goes back home , takes the lift,presses the button to the fifth floor, gets out of the lift, goes on foot the rest of the floors to his apartment on the fifteenth floor. What is my friend? - Ts draw a piece of paper with topics written in advance. Each Trainee should talk at least 2 minutes on the topic.
Review of Vocabulary and Pronunciation	Synonyms and antonyms of the vocabulary from the recently covered compe-tencies .	- a game: LI divides the class into two teams and asks them to pick up a topic and make up vocabulary sheets with as many words as possible. - a concentration game: Ts work in pairs. Each pair is given a set of words they should match the couples (synonyms and antonyms) - "Donkey" - with the verbs forming couples of antonyms. Matching the two verbs the trainee should make up two sentences respectively. - LI gives the two teams they have divided the class in a key word and asks them to make up a story
Reading for Gist	Newspaper articles and other relevant materials	- reading a letter written by LI and answering multiple choice questions - psychological test " Are you a lark or an owl?" - read the questions and choose the answer - reading magazine scraps and answering : What is the topic ?
Grammar	Past Tense - Formation of the past tense out of verbs from different conjugation types	Arranging scrambled sentences in Past Tense. A ball game with verbs in the past. Make up sentences in the past. Formation of past tense forms from the perfective present form of the verb. Make up a story narrating in the past - use at least ten verbs. Transformation drill: from future to past tense
Grammar	Asking Questions	-focusing T's attention and eliciting ways of question formation ("IË"-marker and question words.) -game: Guess who's that ? - Ts ask questions and describe a person -text for reading; Ts ask questions to the underlined parts
Writing	Introduction to Manuscript (lower case letters)	The Ts get acquainted with the lower case letters. The Ts write a few words in manuscript and learn how to connect the letters in the words. The Ts read a short text written in manuscript. The Ts write a letter, using the manuscript.
Writing	Writing a Letter	The LI introduces the different ways of opening and finishing a letter in the different types of letters - formal and informal. The Ts write an informal and a formal letter. The LI corrects the letters.

HOW
TO DO IT

COMMUNITY CONTACT ACTIVITIES FOR LANGUAGE LEARNING

This was adapted from a presentation by Peace Corps Language Coordinators from several countries at the ECAM TOT held in Sinaia, Romania in 1995.

WHAT IS A COMMUNITY CONTACT ASSIGNMENT?

A community contact assignment is an activity that gets learners to go out of class into the actual community to accomplish a task. The community can be both familiar and unfamiliar-- people that they regularly come into contact with, such as shopkeepers, or strangers. For certain kinds of assignments, especially those that require gathering personal information, it might be easier to consider the community to be host country people who already know the Trainees, such as their host family, close friends or other language instructors.

REASONS FOR USING COMMUNITY CONTACT ASSIGNMENTS

The community is a marvelous classroom. You can utilize it to teach about almost anything: history, language, laws, values, and beliefs. It also allows for the crucial step of actually applying the language that has been practiced in the classroom to the real world, and thereby it greatly enhances language acquisition.

COMMUNITY CONTACT ASSIGNMENTS STEP-BY-STEP

To prepare and carry out a good community contact assignment it is necessary to follow a five step process. By not doing any of the steps fully you will limit the effectiveness and usefulness of the activity.

1. SELECT THE TOPIC AND DESTINATION

To pick a topic for the activity and a destination that will provide good application opportunities, it is helpful to consider these criteria:

- Are the topic and destination relevant? interesting? language rich?
- Does the task have an appropriate level of difficulty?/
- Is it economical of time, money?

2. DESIGN THE ASSIGNMENT

Next you need to decide what you will have the Trainees do in the interaction. There are a variety of activities to choose from. The activities should be varied and should link to the competency. Here are some possible activities. These and other possible activities are described in more detail below, and sample assignments for each activity type are provided.

- Answer information questions.
- Carry out a transaction.
- Write or tape record an interaction.
- Interview a specific person.
- Write down sign language.
- Observe cultural patterns.

3. PREPARE TRAINEES FOR THE ASSIGNMENT

In order to ensure that the community contact assignment is really an opportunity to apply previously learned materials, and not just an exercise in frustration, it's very important to ensure that Trainees have been adequately prepared for the experience. Be sure they have been provided with:

- the language (including vocabulary and formulaic phrases) they will need for the situation;
- an opportunity for rehearsal and practice in a "safe" classroom environment through role plays and simulations;
- any necessary cultural background that they will need in order to carry out the assignment.

4. CARRY OUT THE ASSIGNMENT

If you have given the Trainees a clear task-focused assignment, it shouldn't be necessary for you to monitor how they perform in the community. The fact that they succeeded in completing the task will indicate that. However, you may want to "follow along" and observe so that you can provide formative feedback about how they did later.

5. FOLLOW UP

There should be some clear outcome from the assignment. This might be a presentation to class or written work. It might be a physical object. It could even be a videotape of their experience. But it is important that you include a follow-up processing of the experience, so that Trainees can maximize the learning and strategize for improved performance on the next task or in other similar situations.

CHARACTERISTICS OF A GOOD CONTACT ASSIGNMENT

A good community contact assignment:

- has a clear and simple purpose.
- has three main stages: Preparation, Implementation and Follow up.
- allows for Trainee participation in all stages.
- requires Trainees to use multiple skills (speaking, listening, reading, writing).
- enriches Trainee experience of the environment and culture.

TYPICAL FORMATS FOR COMMUNITY CONTACT ASSIGNMENTS

Community contact assignments can fall into 8 basic formats. Each of these can be adapted to focus on the specific topic or competencies that you want the Trainees to practice and apply. Here we provide an example of each assignment type and some of the communication functions that are practiced as a result of doing the assignment.

1. HOMEWORK

Sample Assignment:

Have students find out vocabulary relating to the topic (e.g., family, food, colors)

Language functions that are practiced:

- Asking for information
- Asking for clarification

2. PERSONAL INFORMATION

Sample Assignment:

Ask host family members or other native speakers about their background and personal questions.

Language functions that are practiced:

- Asking for personal information
- Reporting

3. FIELD TRIP

Sample Assignment:

Ask students to go to the market and find out the following:

- What fruits and vegetables are green, red and yellow?
- Which of them are sour, sweet and juicy?
- How much they cost.

Language functions that are practiced:

- Describing
- Asking for information
- Reporting
- Sharing Information
- Observing and listening

4. INTERVIEW

Sample Assignment:

Teachers identify a person (a native speaker with no English) to be interviewed.

Language functions that are practiced:

- Asking for and understanding personal information
- Making suggestions, contradicting, agreeing, disagreeing

5. LOCATING PLACES

Sample Assignment:

Students are given task cards - maps of a certain part of a street. During the field trip they are to identify all the places shown on the card and insert the missing names.

Language functions that are practiced:

- Asking for directions
- Following directions
- Picking information through different channel

6. SCAVENGER HUNT

Sample Assignment:
It is both a group activity as well as an individual one at some points. Before the activity starts, the Language Teachers set up 3 or 4 itineraries unknown to the PCTs, which have common starting and reunion points. Students get instructions of what to do and where to go next at different points alongside the itinerary.

Language functions that are practiced:
- Following directions
- Problem solving
- Sharing information

7. DISCOVERING "WHAT DOES IT MEAN"

Sample Assignment:
PCTs are given a task to get the meaning of a word/phrase (colloquialism, proverb, slang) explained by host family or any native speaker. They are also encouraged to ask for another example of the same kind. Back in class, they share their findings.

Language functions that are practiced:
- Asking for clarification
- Reporting

8. OBSERVING AND COMPARING

Sample Assignment:
PCTs visit families and schools representing different cultures within one country (e.g. Turkmen and Russian). In the discussion that follows, they point out differences and similarities (if any).

Language functions that are practiced:
- Stating facts and contrasts
- Agreeing, disagreeing
- Interrupting politely

HOW
TO DO IT

VILLAGE HOMESTAY ACTIVITIES

In addition to community contact assignments, there are other activites less formally connected with a specific classroom lesson or language competency. These can be applied to a variety of topics. They also adapt well to community-based training models. This chart, developed by Language Coordiantors at Asia-Pacific posts, describes the effectiveness of a number of village-based or homestay-based activities. Most of the activities are considered effective. However, some may be more effective for certain types of learners or age groups. For example, learning a new dance may not be an effective assignment for a 75-year-old Trainee but might appeal to a younger Trainee. Many of these activities appeal to different learning styles so these may be a good opportunity to give Trainees options for activities. Choose some activities and allow Trainees to select among them.

ACTIVITY	HOW EFFECTIVE	WHY
Assignments a. Family Tree b. Names of local food	 Effective Effective	 Provides opportunity to get to know each other. Provides focus to village stay.
Attend religious service	Effective	Learn culture, certain behavior patterns, learn more language and build listening skills.
Reading assignments given to PCV's, in English e.g. health textbook.	Ineffective	Does not build language skills or CC skills and separates the PCV from family interactions.
PCV read simple written materials to members of the family.	Effective	PCV uses language in risk-free situation.

Story Telling.	Effective	Able to practice language and use new vocabulary. Provides cultural exchange.
Showing PCV Family photos to host family.	Effective	Method for providing information to host family. PCVs like to discuss their family, makes them feel good.
Participate in informal gatherings.	Effective	Adds to vocabulary bank and CC experience.
Walking around the village, meeting villagers.	Effective	Gets a better understanding of all village life.
Village games/sports	Effective	Make friends, learn commonly used phrases and expressions.
K- kinship E- education E- economics P- politics R- religious A- associations H- health, human, history D- development PCV's assigned the task to find out information on one of these topics during village stay.	Effective but needs careful support and structure so that people in the community are prepared and valued. Some topics may be personal, or sensitive, or too complex	Gives a reason to talk to people. Helps them understand the community in which they have their homestay.
Learn one simple song or dance	Effective for younger volunteers	New Vocabulary, culture.
Teach family games/stories e.g. Sorry, go fish, etc.	Effective	Makes learning fun.

Participate in family activities: - farming - cutting copra - fishing - feasts and cooking - funerals, weddings - village ceremonies	Very Effective	To participate in daily village life. Can see real events. Cultural exposure to language as well.
Community Analysis (PRA or KEEPRAHD)	Effective but must be done with care (see KEEPRAHD above)	Encourages real interactions with villagers in order to find out information.
Ask trainees to learn culture skills, e.g. weave basket, sew dance, fish, cook.	Effective	Gives trainees a chance to use language learned and also to become involved in cultural exchanges.
Meet other families	Effective	Allow Trainees to see different family learning styles and values.
Plant identification	Effective	Trainees learn different uses of plants in host country.
Scavenger Hunt	Effective	Application of language.
Give a farewell speech	Effective	Apply language or appropriately give a thank you and farewell speech.
Family Day. Trainee spends one whole day with a family member, assisting them to do their tasks.	Effective	Trainees experience the real life of a typical village family. Vocabulary used every day in village is increased.

Other Possible Activities:

PCV's find their own way to or from a village.
Talk to village children.
Create a village map.
"Shadowing" a woman, man or child for a day to learn daily routines.

HOW
TO DO IT

SITE VISITS

Site visits are a central feature of almost every Peace Corps training program. They usually occur at a mid-point in the PST when Trainees visit the communities where they will eventually serve, sometimes visiting currently serving PCVs. The Language Coordinators at the 1995 ECAM Conference in Sinaia developed this list of activities to help Language Coordinators maximize the language learning potential of site visits by making sure that each of these activities was part of the language program.

BEFORE THE SITE VISIT

- Find out:
  - How to get to your site (bus, train?)
  - How long does it take to get there?
  - Train/bus schedule (what time do you leave andcome back?)
  - Where would you stay? (make reservation in a hotel)
- Figure out a price for a ticket and buy it.
- Contact a person (your counterpart) and inform him/her about your arrival

DURING THE SITE VISIT

- Trainees receive task cards.
- When they are back, they report on the following:
  - General info about counterparts
  - Info about placement/accomodation
  - What is the local paper called?
  - Is there a theater, movie theater, restaurant?
  - What can they do in their free timE?
  - Are there any historical buildings, tourist attractions?
  - What is the population?
  - How much is the bus ticket to get there?
- They send a postcard to their teachers in the target language.

AFTER THE SITE VISIT

- In class the teacher asks the first impression about the site:
  - What did you like?
  - What did you dislike?
  - What language problems would you like to discuss after the visit?
  - How do you think you can continue working on the language while you are there?
  - What interesting things happened that you want to share?

SAMPLES FROM THE FIELD

SCHEDULE OF OUT-OF-THE-CLASSROOM ACTIVITIES

This is the weekly schedule of out-of-classroom activities that was developed by the Language Coordinator in Peace Corps Bulgaria for a PST. It is organized by weeks, and identifies the topic practiced, how the assignment was structured and how Trainee performance was evaluated.

List of Out-of-the-Classroom Activities:
Peace Corps / Bulgaria PST 1996

Week 1: Topic: Personal Identification
Assignment: A Get-together Party - A party at which half the group (about 20 people) get together and meet each other and Bulgarians they have not met to exchange personal information.
Evaluation: The LIs are around to talk and listen to the Trainees.
Assignment: Field Visit - Visit different cafes to order food and drink.
Evaluation: The LIs are with the Ts.

Week 2: Topic: Communication (1): Post office
Assignment: Visiting a post office(give a variety of tasks)
Evaluation: LIs observe.

Week 3: Topic: Transportation and Travel(1): Orientation in the street;Personal Identification; Family
Assignment: The Ts have to follow written instructions and to find different people. They have sheets with questions to interview these people about their personal background and family.
Evaluation: Ts come back to class and report. LIs also collect the sheets.
A two-and-a-half-day field trip: Practicing competencies in a real-life situation.
Topics covered on the trip:

- Transportation and Travel: City Transport, Inter-City Transport
- Eating Out: In a Restaurant
- Communication: Post Office, Telephone
- Traveling: At a Hotel

Evaluation: Treasure Hunt - Community exploration

Week 4: Topic: Food(2): Shopping
Assignment: Field Trip - Visiting the market and do a buget estimation for a 10 people party featuring specific local dishes.
Evaluation: LIs are with them just to observe and give feedback in the following class session.

Week 5: Topic: Daily Routines: Every Day
Assignment: Ts go out and meet a person assigned to them to interview him/her about daily routines. Compare routines of men, women, children.
Evaluation: Ts go back to report and bring back their assignment sheets.

Week 6: Topic: Past Events
Assignment: What did my host family and I do on the weekend? Ts get a list of several verbs which they should use when they report on their assignment.
Evaluation: Ts report.

Week 7: Topic: Communication: Telephone
Assignment: Call an office or agency and request specific information related to PCT's assignment.
Evaluation: Ts report back.

Week 8: Site visit
Assignment: Site visit assignment - explore the site and meet future colleagues. Interview Host family.
Evaluation: Ts report.

Week 9: Topic: Social Language: Describe Outer Appearance
Assignment: The Trainees goout into the street or in a cafe and describe people that they see there.
Evaluation: The language instructors were with the Trainees, so they could evaluate the report of the learners.

Week 10: Topic: Health
Assignment: The Trainees ask people working at the training site how they feel that day. Beforehand those people were given instructions by the language instructors about medical problems that they had.
Evaluation: Ts report back and teachers check against the list with instructions given to the people the Ts had to talk to.
Assignment: During this week the Trainees received letters in Bulgarian at their homestay families from one of the teachers who was on her vacation at the Black Sea. Enclosed in the letter there was a note addressed to the Language Coordinator that they had to bring to her. This was an interesting activity. Some of the Trainees were excited by the fact that this was the first letter they received in Bulgarian.
Evaluation: The Language Coordinator received the notes from the Trainees.

Week 11: Topic: Any topic studied
Assignment: PCTs go to different cafes and pretend they are writing letters while they are in fact observing and listening. They report on the topics, new expressions, new vocab.
Evaluation: Teachers participated in the conversations as well.

Week 12: Topic: Technical language assignment.
Assignment: ENV: Trainees find 5 people and interview about the environmental problems in the town of Kyustendil.
SBD: Trainees find 5 people and interview them about the kind of businesses that are being developed in the town of Kyustendil for the last few years.
TEFL: Trainees find 5 students and interview them about their school, the number of English classes per week they had last school-year and why they want to study English, if they do.
Evaluation: N/A

THINGS TO THINK ABOUT

LANGUAGE TRAINING IN THE COMMUNITY-BASED PST MODEL: REWARDS AND CHALLENGES

BENEFITS OF THE CBT MODEL

After only two years of experimentation at a dozen or so Peace Corps posts, it is clear that the community-based model for Pre-Service Training offers many benefits for language instruction and language learning. That there are difficulties is undeniable, but let's first consider some of the strengths. For example, Trainees in a decentralized language program don't require the artificial immersion rules that are sometimes imposed in Peace Corps training centers. The language is all around these Trainees every day. They express themselves using the language they are learning because they must, not because they will be penalized by training staff if they revert to English. As a result, Trainees naturally turn to the language instructor as a counselor and helper--not a disciplinarian. This contributes to a positive attitude toward the language and the rewards of learning it.

In a learning center setting, it can be a cumbersome process to transport Trainees to a market, post office, or elementary school. The language instructor may need to plan many days in advance, securing permission from training administrators, perhaps risking the criticism that time away from the classroom is a frivolous waste of training hours. And the attitudes of Trainees who have been cooped up for a couple weeks can resemble those of American junior high kids on a class trip. In the decentralized model, "community contact assignments" are a daily occurrence rather than a special event--teacher and Trainees can just walk out the door. The community is an easy-to-use resource, an interactive language laboratory, where Trainees can immediately practice and apply what they are learning in their formal language lessons.

"The best thing about the community-based approach is how language and culture are always combined," says Marlene Fish, the former training director for Peace Corps/Haiti, who has experience with both kinds of training designs. In this model, the integration of culture and language learning is built in. Trainees are encountering the language in a total cultural context throughout each day, not just in a limited host-family situation. It is the three hours in the formal language class that are the "unusual" part of the day, not the village experience. As a result, the inclusion of culture in those language lessons is relatively effortless. Instructors are able to refer to what Trainees have been observing and experiencing, so there is less need to consciously plan for or simulate a "cultural focus." Trainees come to language class with an increasingly rich repertoire of experiences in the culture.

Finally, the community-based training model seems to be actualizing several principles of adult learning that Peace Corps training has espoused for years. Trainees' learning draws on their own experiences, they are able to take increasing control of their own learning, and much of their learning is aimed at meeting needs which they themselves perceive and choose to address. It is not surprising that reports thus far indicate increased motivation and achievement in language learning at posts trying out this model.

CHALLENGES OF THE CBT MODEL

But reports indicate that implementing the community-based approach presents challenges to the language coordinator as well. The areas that need further attention are not particularly new. The questions have been answered with varying degrees of success for language programs in more traditional models, but they need fresh attention in the community-based context.

One of the hot topics among language coordinators has long been finding the best means for placing students into classes for PST. The 1996 ECAM regional conference for language coordinators is only among the most recent to devote time and attention to this issue. What role should Trainees' learning styles play? How much weight should be given to proficiency test scores or previous language learning experience? What voice should Trainees have in their own placement? These questions are not new or unique to community-based training. What makes them more urgent in this model is that shifting a Trainee from one language class to another is not just adding a chair in a room down the hall. It may involve switching host families and villages with another Trainee or figuring out how to arrange daily transportation to another village for a more appropriate language class.

Another area that requires further attention is the training of language instructors. Simply knowing a range of classroom teaching techniques may not be sufficient in the community-based model. What different kinds of training do language instructors in this model need? One example of a new perspective on language teaching *in situ* is a session at a language Training of Trainers workshop conducted in September, 1996 in Haiti by Gregory Roche, APCD for education/Peace Corps Mali. Greg asked each participant to select one skill topic and then go out and learn about it on their own: how to sell charcoal, how to set up a cooperative, how to make a piece of furniture, etc. Later they discussed the content of what they learned, the processes and strategies they used, and any cultural information they had picked up. They reflected, says Greg, "on how observation and non-teacher-directed learning can take place and how learners'observations can be exploited by the teacher." Discussions about this innovative session and others like it will certainly be on the agendas of upcoming Language Coordinator workshops.

"Why does this noun end in 'u' in this sentence and not 'ua,' like in the dialog we learned yesterday?" This is a typical kind of question in a language class. Students want to know the rules for the language they are learning, and they are used to getting the answers and explanations from their language instructor. Unfortunately, many Peace Corps language instructors lack the academic background that would enable them to answer such questions. This is not surprising since they are often hired for only three months to teach a language that scarcely anyone else studies as a foreign language. In a center-based training program, one solution to this problem has been to ensure that there is at least one language instructor on staff who can discuss the grammatical ins and outs of the language with some credibility. Other language instructors can send their most grammar-inquisitive learners to one expert. In the community-based model, this solution is less satisfactory because instructional resources are dispersed and not centralized. The grammar expert is probably several miles away from the Trainee with the question. How will Trainees in this model gain the sophisticated kinds of knowledge that are part of becoming self-directed learners?

A similar new look at old questions is needed in the areas of language curriculum and materials. Perhaps a language book that is being used by Trainees in a village class should differ from one produced for a more formal setting. Feedback from Trainees in these programs is important as are the ideas of experienced language instructors and coordinators in community-based programs. It will take time and experience as we explore better ways to support language learning in this environment and take advantage of the opportunities it provides.

Peace Corps Trainees in 90 countries are studying nearly 200 languages. It is understandable that in an endeavor this large, there will be places where almost any kind of language training program is going to run into trouble. "We have to deal with about 12 different languages scattered all over the country," writes Alex Amoabeng, language coordinator in Ghana, where the Trainees who will have projects in forestry, small enterprise development, water and sanitation, and youth development "are all put together in one PST program." In some situations, the logistical difficulties and other factors may simply rule out a community-based approach, and some form of center-based training may be more appropriate. Still, even though it is important to recognize the limitations of the community-based approach, it is probably even more important that we tackle the questions and meet the challenges that it presents. The advantages are too evident and the results thus far are too impressive to do otherwise.

THINGS TO THINK ABOUT

SELECTING SUCCESSFUL CLASSROOM ACTIVITIES

WHERE TO FIND ACTIVITIES

This Resource Kit contains descriptions of dozens of language activities that can be used in your PST. Section 5 (Principles of Learning and Teaching) lists general language learning activities and games, as well as specific practice activities for listening, speaking and grammar. Section 6 (Ongoing Language Learning) includes training models you can use in your program for strategies training and self-directed language learning. Finally, there is a bibliography listing many other teacher resource materials that are available from Peace Corps Washington and may even already be part of the resource library at your post.

FACTORS TO CONSIDER WHEN SELECTING ACTIVITIES

Teachers usually develop their own lists of favorite techniques and practice activities, so often the question in designing your program is not so much "What activity can we use?" as it is "Which one should we choose?" or "Do we want to use this activity again?" The information on lesson planning earlier in this section discusses basic issues that you should consider as you design your daily lesson plans. But even when you take these general issues into account, no single set of activities will work equally well for every program (or even for every Trainee grouping within a single program). Deciding which activities will be the most successful for your program can be a challenging job for Language Coordinators who lack experience with Peace Corps training. Choices will depend on a number of issues:

1. LOGISTICAL REALITIES

You must take into account how language activities fit into the larger program design of the training as a whole. Success may depend on:

- what other responsibilities trainees have (such as model school or extensive technical training activities),
- their level of energy and enthusiasm (interest in language learning can rise and fall throughout training), and
- what kind of support is available for slower learners.

2. PERSONALITIES

Something may work well with one group of Trainees or with a certain kind of teacher, and not be effective in another class, even though the activities were designed and carried out in the same way.

3. WHAT OTHER ACTIVITIES HAVE PRECEDED OR WILL FOLLOW

A particular activity may be extremely effective on a Monday morning, but the same activity might be a total failure on Friday afternoon. Remember, too, that all learners need variety in their activities, and even the best activity will be boring if it is repeated four or five times. Success or failure of an activity may depend not on the activity itself, but on how it fits in with the sequence of activities throughout the day, the week or even the whole PST.

EVALUATING AND PRESERVING EFFECTIVE ACTIVITIES

As discussed earlier in this section, it's important to collect and preserve particularly effective activities for use in future programs. So it's a good idea to discuss successful and unsuccessful activities as part of your regular teachers meetings. You need to have a good system for recording which activities were most effective for the particular group you're working with so you will include them in future training events. This can be integrated into your final report of the PST (discussed below) or it can be a less formal list of techniques you want to remember. The important thing is to keep a record of your successes and failures for use in designing future training activities, whether these are other PSTs or ISTs for this group of Trainees.

SAMPLES FROM THE FIELD

EFFECTIVE CLASSROOM ACTIVITIES

This is a list of activities, organized by lessons, of specific things that teachers found especially effective at a PST in Bulgaria. It can serve as a useful guide for revising materials, for developing instructors manuals or for supporting recommendation for future programs. Remember, though, that the list that would be developed by and for your program will probably be different.

EFFECTIVE CLASSROOM ACTIVITIES
PEACE CORPS/BULGARIA
PST 1996

Lesson 1 **Topic: Personal identification(1)**

- Warm-up activity : LI repeats the greeting and hands every T a colored card and says their name ; then writes down their name and puts this name tag on their clothes. LI asks their Ts to do the same.
- Check-up activity : LI puts a post-it notewith their name on the map of Bulgaria and asks Ts to put post-it noteswith their names on the map of the US.
- Pair Work: LI hands out pictures of famous people and asks Ts to talk about them (Who they are , where they come from, etc.)

Lesson 2 **Topic: Personal identification(2)**

- Interview: Using a cassette recorder Ts interview each other, one of them being a reporter, the other - an interviewee.
- Group visiting: Two groups get together for the Ts to practice asking the questions .
- Ts form a circle . LI is in the middle and asks questions:

Lesson 3 **Topic: Food (1): Host Family**

- Pair work : Ts fill in a table with info about what their likes/ dislikes and those of their fellow students .Ts practice asking questions.
- Memory Chain Drill with food items.

Lesson 4 **Topic: Eating out (1) : In the cafe**

- Check-up activity : Matching pictures and forming piles by gender.
- Bingo with food items.
- Info gap : price list and shopping list to be filled in.

Lesson 5 Topic: Housing (1) : Host Family

- Number dictation : Ts receive a sheet with scrambled numbers. They should try to find them as soon as they hear them.
- Ts are given piles of pictures which they use to furnish and decorate a house.
- Ts read advertisements for different types of lodgings and express their preferences.
- Ts arrange a cut and scrambled text.

Review 1

- The review is organized around the situation: LI asks students to imagine that they are in a foreign town: they should find place to stay, to meet local people , deal with tourist agency, etc.
- Auction with sentences: some of them are correct, some of them are incorrect.
- Picture dictation with the pieces of furniture and the rooms in the house.
- Info gap with the pieces of furniture and the rooms in the house.

Lesson 6 Topic: Social language with host family

- Go fish : matching cards with the names of the members of the family
- Information gap: family trees . Ts practice asking questions about the family
- Group visiting . Ts practice asking questions about the family
- Ts draw their own family trees and tell the class about their families.

Lesson 7 Topic: Communication (1): Post Office

- Set dialog: Ts receive charts with different info in them (3 different types on whether or not certain items are out of stock: post-cards, stamps, envelopes). They work in pairs. One of them wants to buy certain items, the other is the seller.
- Card-board game and four sets of cards with instructions covering different competencies (the cafe, the shop, the post office). The class is divided into two teams . Something in between Monopoly and "Don't be angry man"
- Addressing an envelope
- Filling out a telegram form
- Writing post-cards

Lesson 8 Topic: Transportation and travel (1): Orientation in the street

- Ts give and follow instructions on a map of the town using two figures.
- Game: "Blind Baba"

Lesson 9 Topic: Transportation and travel (2): City transport

- Presentation activity: LI asks students to line up and assigns different ordinal numbers to them. One of them is the "tram" and it stops at different stops.

Lesson 10 Topic: Eating out (2): In a restaurant

- Ts are given the menus from three restaurants : Ts choose items and explain where they prefer to go and why
- Group research : Find someone who likes.../ doesn't like...
- Memory chain drill:
- Imperative: ball game LI asks Ts to pick up certain objects arranged on the table and they go and take them

Review 2

- LI divides the Ts into two teams. One of the Ts leaves the classroom, the others rearrange the classroom in different way so that there are different things in the city : post office, restaurant, etc. When the T is back , the people on their team give him directions to follow and find places.
- Tictactoe (Naughts and crosses): two teams with two sets of the game

- Game : LI throws the ball and names different things. If the pronounced phrase is a name of a dish or any kind of food, Ts should catch the ball. If not, they should let it drop. Once the model is set , Ts play on their own.
- Two groups and their teachers play the game . The "caught" T must answer the question asked by the teachers. Apart from practicing the competencies covered, the Ts can practice the imperative.

Lesson 11 Topic: Transportation and travel (3):Inter city

- Ts are given "brochures" of different travel agencies. They should choose a place they want to visit and the means of transportation they want to use.

Lesson 12 Topic: Shopping

- Song: for presentation and practicing the names of the vegetables and the food in general.

Lesson 13 Topic: Daily routines

- Warm-up activity : Match the adjectives with the nouns (Tags and Tiles)
- Miming game: Ts draw cards with different verbs on them; they should mime the action so that the other people in the class guess what the verb was.
- Pair work : Ts fill in a table with info about their daily routines and those of their fellow students .Ts practice asking questions.
- Brainstorm: What do you do every evening?

Lesson 14 Topic: Future plans

- Group visiting: Ts invite each other to different activities. They practice inviting people and declining invitations.

Lesson 15 Topic: Past events

- Game: "The dice and grid game" : The grid has three different forms of the verb (present, future and past) in each cell. Ts play with two dice; they should form sentences using correct adverbs of time.

Review 3

- Video lesson: Two or three groups and their teachers do this together: the activity concentrates on comprehension and listening . All the topics covered up to lesson 15 are covered.

Lesson 16 Topic: Communication (2): Telephone

- Dictation of phone numbers with different phrasing of the numbers(for example: 23 65 09 and 234 765)
- Find out what's going on - Ts are given a picture and a text to it (script of a telephone call) which is damaged(to simulate bad connection). Ts should figure out what the situation is.
- Phone calls: Ts receive cards with descriptions of different situations. They must talk on the phone and leave a message. To simulate conversation on the phone, Ts are asked to turn back-to-back so that they cannot keep eye contact.

Lesson 17 Topic: Weather

- Game "hot and cold" - to practice the different words describing the weather: LI hides an object and one of the Ts should find it. The others give them a clue by shouting out "warmer, colder," etc.
- Ts are given a map of the US with some clues on the weather (using the symbols from TV weather forecasts). They must describe the weather in different parts of the US.

Lesson 18 Topic: Past events (2) : Vacations

- Filling out a table about what a T did last summer and what their colleagues did last summer.

- Practicing asking questions about facilities at a hotel by simulating conversation between a manager at a hotel and a tourist.

Lesson 19 Topic: Money: At the Bank

- Ll divides the Ts into two groups and gives each group a picture. Then Ll asks them to make up a story based on the pictures.
- Filling out a bank receipt.

Lesson 20 Topic: Social Language: Hobbies and Interests

- Find someone who: Talking about hobbies and interests
- Miming game: A T mimes a hobby or favorite leisure activity and the rest should guess what it is.

Review 4

- Game, Monkey: Cards with the perfective and imperfective forms of the verbs are handed out to the group. The Ts have to match the two forms.
- Game, I Am a Liar: First the Ts work in pairs- one partner talks ,the other takes notes. Then they reverse roles. Three quarters of what they say should be a lie. The process is repeated with two or three partners. Second, the Ts report back to the whole group the results and they have to trace the lie.

Lesson 21 Topic: Social Language with Host Family: Appearance

- Brain Storming: Who is your favorite actor? Why?
- Card Game: The Ts have to match the adjective to the appropriate nouns.
- Game "Guess Who Is This ": One of the Ts describes a well-known person. The rest of the group should guess the described person.
- Evaluation: What is your idea of a perfect man/woman?
- Role Play, Dating Agency: One Trainee plays the agent, other T plays the client.

Lesson 22 Topic: Shopping for Clothes

- Brainstorm: What kinds of clothes do you wear on different occasions.
- Role Play: Shopping for new clothes.
- Guess Who the Person Is: Describe a person from the other groups (his/her appearance and usual way of dressing) without telling his/her name.

Lesson 23 Topic: Health

- Group-gathering and joint presentation of the lesson.
- Role Play, At the Doctor's Surgery.
- Application: Observe the state of a colleague or member of the family who is ill and describe it.

Lesson 24 Topic: Housing(2): Emergency Situations

- Presentation of the new topic by using realia, visuals and by referring to the Ts' personal experiences.
- Game, Donkey: The Ts have to match the active to the passive form of the verbs and make up sentences afterwards.
- Team-teaching: Two stations for the representation of the new topic: At the Hairdresser's , At the Dry Cleaning.
- Role-Play: Call a repair service and explain the problems you have in your house.
- Role-Play: Call a friend and ask him/her to go to your house and turn off the iron which you have left on. Apologize to the person for disturbing him/her and explain that you are really worried about causing fire.

Lesson 25 Topic: Peace Corps

- Brainstorm on why the Ts decided to join Peace Corps.

- Sentence-making: The Ll draws a card out of a pile and asks Ts to make sentences with the word.
- Role-Plays:

  1. You are a PC Volunteer. You live and work in Kyustendil. You work at a Language School and you teach IX and X class. Now you have a break and you are in a cafe. You want a coffee and a sandwich. The person who waits on you wants to find out everything about you. Tell him/her your work history.
  2. You are a Bulgarian. You have an appointment in a cafe. You go there, but there aren't any seats available except one at the table where an American is sitting. Go and ask if you can talk with him/her. Try to find out what organizations/he is working for.

Review 5

- Warm-up: Make up the longest possible sentence, using a word given by the Ll.
- Dating Organization: The Ts work in pairs. One of them is the agent ,the other is the client. The agent is given a list of information about a person and the client has to find out everything about the person by asking all kinds of questions.
- Miming: The Ts are divided into two teams. A person from one of the teams acts out an illness and the people from the other team have to guess it.
- Application: The Ll gives the Ts a cassette to record themselves on as they tell about Peace Corps. They should not use any notes .
- Assignment: The Ts have to write about their hobbies, work histories, and appearance.

Lesson 26 Topic: Future Plans (2)

- Introduction: The Ll plays on cassette "Dreams Dreams".
- Story-telling: The Ll narrates the "Golden Fish" story in Bulgarian.
- Brainstorm: You come across a golden fish. What would you wish for? The Ts talk, using the "---..." construction.
- The Ts write down two wishes and give them to a 'Magician'(Ll).The Ll reads and acts the fulfilling of the dream. The rest of the group have to guess the dream.
- "If I Were Rich": The Ts have to say what they would do if they were rich.
- Grid and Dice Game.
- Dreaming aloud to the sound of music.
- Make a story using comic pictures.

Lesson 27 Topic: Past Events (3)

- Scrambled sentences. Ll hands out a story cut into pieces and Ts match them. After making the story Ts ask a special and a general question about each sentence and his/her neighbor answers them.
- Make a story: each Ts chooses 5-6 verbs from a list and makes a story. After telling the story, the others have to ask him/her questions.
- Find someone who:...
- A game "Donkey" with the present - perfective, imperfective, past, past participle forms of the verbs.

HOW TO DO IT

ENSURING ONGOING EVALUATION DURING PST

You should provide regular opportunities for feedback from both Trainees and teachers about how they feel the language program is going. An outline of general goals and purposes of evaluation is discussed in the context of curriculum development in Section 3 of this Resource Kit. It might be useful for you to review those general guidelines as you consider how you will develop an evaluation process for the PST. The main thing to remember is that this evaluation should be ongoing. You should not wait until the end of the PST to gauge the effectiveness of your design and materials.

PURPOSES OF ONGOING EVALUATION

On-going evaluation serves a number of purposes:

- It provides feedback on the effectiveness of your program design and suggests possible directions for change if needed .
- It allows Trainees to have input into the language program and thereby increases their involvement and sense of responsibility for their own learning.
- It provides information on the effectiveness of your teaching staff and gives teachers information about needed direction for their own development.

WHO SHOULD YOU ASK?

This process, like all Peace Corps Assessment should involve all "interested parties." At a minimum, you should ask for regular feedback from both your teaching staff and the Trainees. You may also want to check with trainers in theother components and other PST staff for their perceptions of how the Trainees' language development is progressing.

WHEN SHOULD YOU ASK?

Opportunities for Trainee and staff feedback should be regular, but not so frequent that they become a chore for people. Try to schedule evaluations of the program when you are also evaluating Trainee performance, so that everyone can see that the assessment and feedback is reciprocal and aimed at improving the program. If your program has different phases in its design, you can time the feedback to take place at logical points in the overall design. Typically programs ask for Trainee and staff evaluations at least once or twice during the PST and then at the end. Some programs do it even more often. Your schedule will depend on the overall training design and how realistic it is for you to incorporate the feedback into your overall program development.

WHAT SHOULD YOU ASK ABOUT?

Programs vary in the kind of information they ask for.

- Typically evaluations elicit feedback on the effectiveness of the teaching staff, the program design, the materials being used and the learning activities and environment.
- Other questionnaires (especially at the end of the PST when you will want to elicit recommendation for future programs) also inquire about the overall goals, how well the program fostered independent learning, or how adequate the number of hours and general schedule meets the Trainees' language learning needs.
- Sometimes evaluations are simply an opportunity to invite input and just ask what things are going well and what things need to be changed. One good way to decide what to ask is to consider what you will do with the information you get. If you can't do anything about a particular issue, then perhaps you don't need to deal with it on the questionnaire.

WHAT KINDS OF FORMATS CAN YOU USE?

The discussion of the needs assessment process in Section 3 (Curriculum Development) compares the relative benefits of questionnaires versus open-ended kinds of assessments. Those same principles apply here.

- If you have a very large training program, a questionnaire might be more efficient to tabulate and evaluate. It also focuses responses on the areas your interested in. But having open-ended instruments gives people the opportunity to define what they feel are the important issues, and may alert you to issues or concerns that you hadn't thought about. Getting a variety of kinds of input is probably the best plan, so you might want to consider both kinds of instruments.
- Many programs have separate evaluation forms for individual language instructors and for the over-all program design materials and activities. For ongoing evaluation this distinction is not too important, but at the end of the PST you should include separate evaluations to be summarized in your final report.

TIPS FROM LANGUAGE COORDINATORS

- Build in time for small group discussion before evaluation.
- Explain why you are evaluating.
- Avoid yes/ no questions.
- Only ask for information that you can use.
- Only evaluate as often as you can make the adjustments.
- Keep the forms short.
- Use everyday words, not language teaching jargon.
- Include open ended kinds of questions.
- Include objective kinds of questions.
- Ask about teachers' out-of-class effectiveness.
- Remember to evaluate assessment activities.
- Be considerate in timing the evaluation. Avoid overloading PCTs with survey forms.
- Share results and action plans.
- Consider having Trainees / Instructors work in small groups. to fill out evaluation forms sometimes.

SAMPLES
FROM THE
FIELD

EVALUATION FORMS: GENERAL QUESTIONNAIRE

This evaluation was developed by Peace Corps Ecuador to be distributed on a monthly basis. It contains a good mix of very focused questions and opportunities for open-ended responses.

SPANISH CLASSES EVALUATION

WEEK: ....
FACILITATOR: ....

TRAINEES' INSTRUCTIONS:
The following questionnaire covers elements which are considered important for evaluating the quality and efficiency of your Spanish classes.Since the questionnaire is completely anonymous, please do not write your name. Answer objectively. Do not leave any questions blank. This information is very valuable and will be used to improve the quality of the Spanish classes.
Each question has five possible answers, ranging from one extreme to the other. Mark with an X whichever option you choose. If you feel indifferent, mark the middle space. If you tend to one of the extremes, but not strongly, mark the second or fourth space. In some questions you will be asked for more than one answer. Please complete the question by answering every part.
THANK YOU FOR YOUR COOPERATION.

SECTION A: GENERAL ASSESSMENT OF THE CLASS:

1. The number of students in this class was:
Too few : ( )
Too many: ( )
Just right: ( )

2. The content was covered:
Too quickly ( ) ( ) ( ) ( ) ( ) Too slowly
Superficially ( ) ( ) ( ) ( ) ( ) Thoroughly

3. The level of instruction of this class was: Low ( ) ( ) ( ) ( ) ( ) High
Theoretical ( ) ( ) ( ) ( ) ( ) Practical

SECTION B: ATTITUDE & PREPARATION OF THE FACILITATOR.

4. The facilitator's knowledge of grammatical structures was:
Broad ( ) ( ) ( ) ( ) ( ) Limited

5. Explanations were: Clear ( ) ( ) ( ) ( ) ( ) Unclear

6. The facilitator appeared: Sure of him/herself ( ) ( ) ( ) ( ) ( ) Unsure
Sociable ( ) ( ) ( ) ( ) ( ) Reserved
Patient ( ) ( ) ( ) ( ) ( ) Impatient
Enthusiastic ( ) ( ) ( ) ( ) ( ) Apathetic

7. The facilitator gives feedback. Always ( ) ( ) ( ) ( ) ( ) Never

8. The feedback given by the facilitator is:
Constructive ( ) ( ) ( ) ( ) ( ) Negative
Objective ( ) ( ) ( ) ( ) ( ) Judgmental
Timely ( ) ( ) ( ) ( ) ( ) Inappropriate timing

9. The facilitator attended to individual Trainee needs:
Always ( ) ( ) ( ) ( ) ( ) Never

10. Comments and criticism of homework & "charlas técnicas" have been:
Accurate ( ) ( ) ( ) ( ) ( ) Subjective
Appropriate timing ( ) ( ) ( ) ( ) ( ) Inappropriate timing
Constructive ( ) ( ) ( ) ( ) ( ) Negative
Often ( ) ( ) ( ) ( ) ( ) Seldom

SECTION C: CLASSES

11. Classes began on time: Always ( ) ( ) ( ) ( ) ( ) Never

12. In general classes were: Organized ( ) ( ) ( ) ( ) ( ) Disorganized

13. The general atmosphere was: Interesting ( ) ( ) ( ) ( ) ( ) Boring

14. Class activities were generally: Organized( ) ( ) ( ) ( ) ( ) Disorganized
Useful ( ) ( ) ( ) ( ) ( ) Useless
Too many ( ) ( ) ( ) ( ) ( ) Too few
Democratic ( ) ( ) ( ) ( ) ( ) Authoritarian

15. Grammar exercises included technical vocabulary:
Always( ) ( ) ( ) ( ) ( ) Never

16. Cross-cultural aspects were seen in class:
Always( ) ( ) ( ) ( ) ( ) Never

17. Homework sent to reinforce learning was:
Clear( ) ( ) ( ) ( ) ( ) Confusing
Useful( ) ( ) ( ) ( ) ( ) Useless

18. Does the teaching pace fit your own learning level? Yes ( ) No ( )

SECTION D: MATERIAL USED

19. Texts:
Schaum's excellent ( ) ( ) ( ) ( ) ( ) poor
Concept Approach excellent ( ) ( ) ( ) ( ) ( ) poor
Conversación y Repaso excellent ( ) ( ) ( ) ( ) ( ) poor
DOS MUNDOS excellent ( ) ( ) ( ) ( ) ( ) poor
Horizontes Gramaticales excellent ( ) ( ) ( ) ( ) ( ) poor
Dictionary excellent ( ) ( ) ( ) ( ) ( ) poor

20. The teacher uses supplementary material such as:
Newspapers Yes ( ) No ( )
Drawings Yes ( ) No ( )
File exercises Yes ( ) No ( )
Audio-visual aids Yes ( ) No ( )

21. The supplementary material used in this class was:
Not enough ( ) ( ) ( ) ( ) ( ) Excessive
Useful ( ) ( ) ( ) ( ) ( ) Useless
Organized ( ) ( ) ( ) ( ) ( ) Disorganized

22. Were practice exercises given at the appropriate time?
Always ( ) ( ) ( ) ( ) ( ) Never

23. Facilitator recommended outside texts for personal study
Always ( ) ( ) ( ) ( ) ( ) Never
Appropriate texts ( ) ( ) ( ) ( ) ( ) Inappropriate
Accessible ( ) ( ) ( ) ( ) ( ) Inaccessible

SECTION E: GENERAL OBSERVATIONS & RECOMMENDATIONS

24. Give two positive aspects of this class:
a. ______________________________
b. ______________________________

25. Give two negative aspects of this class:
a. ______________________________
b. ______________________________

26. Are you in the right group for your level of Spanish?
Yes ( )No ( )

27. If your answer is NO; talk to your facilitator or the Spanish Coordinator.

BEST COPY AVAILABLE

SAMPLES FROM THE FIELD

EVALUATION FORMS : OPEN-ENDED

Here are examples of two evaluation forms developed in Bulgaria, one for trainers and the one for Trainees. They are examples of an open-ended format. The trainer form was designed to be administered half-way through the PST, and the Trainee form to be adminsitered and at the end.

1996 PST
Language Instructors' Mid-PST Evaluation

Name ______________________________ **Week 6**

1. How do you feel at this point in the training?

2. Overall, I consider the work of the language staff so far has been:

3. The achievements of the language team have been:

4. The difficulties in my work in PST have been:

5. Do you feel there has been adequate technical support, resources, materials or other forms of support for you as a language instructor so far during the program? If not, what else would have made your work easier?

6. How well do you feel that this program has met the language component training goals in the first half of PST?

7. Suggestions for better team work:

1996 PST
Final Bulgarian Language Training Evaluation

1. In what ways has our language instruction been effective in enabling you to learn Bulgarian?

2. In what ways has our program not been effective in helping you to learn Bulgarian?

3. Was the frequency of rotating language teachers appropriate? Why or why not?

4. Was the frequency of changing groups appropriate? Why or why not?

5. Please comment on:
   - The relevance of the topics to your needs
   - The number of hours and scheduling of language classes
   - The design and flow of the language program
   - The relevance of the technical language competencies and their presentation in class
   - The materials used
   - The classroom activities
   - Outside class activities (Field trips, Community Assignments)
   - Simulation Tests and other evaluation activities
   - Support and guidance for your continued language learning
   - Attention given to your individual needs
   - The effectiveness of the language component in imparting Bulgarian cultural information

8. General comments:

Name (optional) : ______________________________

SAMPLES FROM THE FIELD

FINAL PST/TOT EVALUATION FOR LANGUAGE INSTRUCTORS

This form was developed by Peace Corps Nepal to get feedback on both the PST and how well the TOT prepared teachers for the training. One interesting feature of this form is the section at the end that asks teachers to define some of the concepts and terms that were introduced in the TOT. By asking for this kind of feedback, the Language Coordinator can get some interesting information on exactly what concepts were internalized and which ones were not. This information will prove very useful in designing the next TOT. The actual forms provided more space for the answers than shown here.

COVER LETTER

Dear Language Staff:

Our warm greetings and congratulations go out to all of you. You've been to PST and have finished the Post Visit . Now, we would like to ask you once again to participate in a TOT evaluation. The objective of this evaluation is to assess the effectiveness of the training provided to you, your satisfaction with the language instruction you are giving; and your ability to function in the field with the teaching skills acquired in your work setting.

Please complete and return the attached questionnaire to the training office as soon as possible. Thank you very much for your help and cooperation in this effort. Results of this will help us to make changes for next TOT.

Thanks again, and we look forward to seeing you soon.

Asst. Training Officer

Training Officer

LANGUAGE TRAINING PROGRAM EVALUATION

NAME ____________ **POSITION** ____________**DATE** ______

Please answer the following questions as fully as possible. Use the back of the evaluation form if you need more space.

1. What were the most effective teaching methods or techniques you used in PST and why ?

2. What are some typical problems Trainees had, and how did you address them?

3. What are the major strengths of the Language Training Program?

4 What would you suggest a language trainer do when their Trainees are very diverse? For example - older / younger ; fast / slow learners.

5 What are the major weaknesses of the language training program ?

6 What suggestions do you have for improving the Language Program for the next PST? And what additional training would you consider useful ? Please list your suggestions.

7. What are your expectations of the Training Office? (e.g. In what ways do you expect the Training Office to help you?)

8. Briefly define or explain the following terms:

Acquisition
Anxiety
Auditory Mode
Communicative Competence
Comprehensible Input/Output
Deductive Learning
Drill
Filter
Function
Goal Oriented Needs
Inductive Learning
Kinesthetic Mode
Language Skills

Learning
Less Controlled Exercise
Life Skills
Monitor Model
Natural Approach
Optimal Input
Organizer
Performance
Silent Period
Spiral
Structure
Topic
Vocabulary in Context

SAMPLES FROM THE FIELD

PST EVALUATIONS FOR TRAINEES

These three forms were developed by Peace Corps Nepal for Trainees to fill out during the PST. The first is administered early in the PST; the second, a little before the half-way mark; and the final one at the end. It is interesting to note how the specificity of questions changes to reflect what will be done with the results. The actual forms provided more space for comments than shown here.

(EARLY EVALUATION --WEEK 2 OR 3 OF PST)

TRAINEE'S EVALUATION OF LANGUAGE.

The scale: 5 Excellent 4 Very satisfactory 3 Satisfactory 2 Fair 1 Poor

1. How do you rate the overall language training?--------------
   Comments:

2. How do you rate your progress in language?---------------
   Comments:

3. How do you rate your Language Coordinator in:
   - Availability-----------------
   - Management of the program-------------
   - Responsiveness--------------------------

   Comments:

4. How do you rate your language Trainers: (put names)_____________
   - Facilitator skills----------------
   - Responsiveness-----------------
   - Availability---------------------

   Comments:
5. How do you rate your text book----------------
   Comments:

6. Any other suggestions on how to improve:

(MID-PST EVALUATION)

EVALUATION OF TRAINING

You are now one third of the way through the PST. At the end of the PST you are expected to be able to go to your post and begin working. In the following evaluation, we want you to give us feedback as to how you think this training is preparing you for that reality. Your feedback and ideas will help us to know what we are doing that is working well for you and what adjustments we may need to make in the training to best assure it's meeting your needs.

1. The primary goal of the PST is to provide you with opportunities to develop and enhance your knowledge skills and attitude to be an effective PCV. To what extent is this goal being accomplished?

1______________2______________3______________4______________5
Not at all — Somewhat — To a great extent

What seems to be going particularly well?	Which areas need more attention?

2. A second goal of the PST is to establish a mutually supportive and collaborative learning environment that would enhance both the quality of PST and the relationships among PCVs at site. To what extent do you think this is being accomplished?

1______________2______________3______________4______________5
Not at all — Somewhat — To a great extent

What are we doing well?	Where do we need to improve?

3. A third goal of PST is to foster the development of independence of Trainees within the host country context. To what extent was this goal achieved?

1______________2______________3______________4______________5
Not at all — Somewhat — To a great extent

What aspects/activities fostered independence?	What aspects/activities fostered dependence?

4. How well do you feel PST staff respond to your needs, requests and suggestions?

1______________2______________3______________4______________5
Not at all — Somewhat — To a great extent

Comments:

5. General comments/recommendations about the daily, weekly and overall schedule, training site, logistical arrangements, money issues:

6. What are you finding particularly valuable during this PST?

7. What if anything is inhibiting your ability to learn or develop the necessary skills during the PST?

(FINAL EVALUATION)

TRAINEE'S EVALUATION OF LANGUAGE COMPONENT

Language:--------------------------

Using the scale below:

Low		**Average**		**High**
1	2	3	4	5

1. How do you rate the overall Language Training:----------------
   Comment:

2. What worked very well in Language?

   What did not work?

3. According to the LPI, what is your level:----------------------

4. Comment on the Language Trainers and the Coordinator:

   (Names)

5. What are your suggestions for the next PST?

HOW TO DO IT

PST FINAL REPORTING GUIDELINES

POST-PST TASKS FOR THE LANGUAGE COORDINATOR

Once the PST is over and the Trainees have been sworn in, there are two final tasks that the Language Coordinator must carry out. One is preparing final formal assessments of the training staff. The guidelines and principles for this task are discussed in Section 7 (Assessment) of this Resource Kit. The second major task is preparing information about the language program for the PST Final Report. While the ultimate responsibility for preparing and submitting the Final Report is the Training Director's, it is your responsibility to organize the section on language teaching. We have excerpted some useful guidelines for preparing PST Final Reports from the *PATS Training Supplement*.

PURPOSES OF A FINAL REPORT

The Final PST Report is considered to be an integral PST record for both the in-country staff and PST staff, as well as the regional P&T Unit staff. As an in-country resource, the report provides complete documentation from program to program. The report and accompanying designs should be used by the Training Manager to provide a foundation for the preparation of subsequent PSTs. Both its content and its commentary should be used as tools in the process of maintaining good training activities and practices, and making incremental changes to improve training.

FINAL REPORT FORMAT AND PST PLANNING

Although the content of the report is significant in scale, it is hoped that the production of the report will not be an onerous task. In fact, the format can be used as both a record of the PST and a preparation and production tool for the PST. Many of the items and topics contained in the final report should be seen as part of the preparation of the PST, not as a post-PST reporting piece. For example, the overall training schedule, component objectives and competencies, evaluation system and schedule, and TOT objectives, schedule and evaluation should be completed before the arrival of the Trainees. Much of that information should be given to the Trainees upon arrival, in the form of a training syllabus.

Those parts of the report that are reviews of what happened and how well it happened should be produced as the PST progresses. At the end of the PST, only the synthesis of evaluations and recommendations should remain to be written. All other pieces should be ready for inclusion in the report and exist as computer files, ready to (perhaps) be re-formatted and combined with new materials.

BASIC ELEMENTS THAT THE LANGUAGE COORDINATOR WILL NEED TO PREPARE

Your major responsibility in the final report is preparing the language program component report, although you will probably have significant input in other sections as well, and we have accordingly included descriptions from the *PATS Training Supplement* of what is required for these other sections : Overall Descriptions of PST Design, Summary of Trainee Evaluation of the PST and Description of TOT Design.

CONTENTS FOR THE LANGUAGE COMPONENT REPORT

Each component of the PST should present a final report of its own. This report contains the following:

- PST preparation activities and commentary. (Activities, personnel resources, etc.)
- PST implementation activities. (Schedule, total number of session/activity hours, curriculum, integration with other components, Trainee assessment, and trainer performance appraisal)
- complete list of sessions and component objectives
- comprehensive list of the competencies covered (language training)
- overview of Trainee assessment process and procedures
- strong points of the component as done
- weak points of the component as done
- recommendations for the next PST (staff training, curriculum, schedule or other).

OTHER AREAS NEEDING LC INPUT

As Language Coordinator your duties include providing information for these other sections of the final report. Many of these things need to be "in place" before the Trainees arrive at the very beginning of the PST, so we include description of the basic components of these elements as well.

BRIEF DESCRIPTION OF THE PST DESIGN

The "PST design" is the overall structure of the PST, including a description of the areas listed below:

- Overview of training class. Give breakdown by project.
- Overview of training staff. Give breakdown by component.
- Listing and overview of major PST activities and schedule.
- Total hours for each component of training.
- Example(s) of typical daily schedule(s) used.
- PST Site(s) description. (Location and physical description.)
- Overview of the evaluation of training system used. This would include both the evaluation of training by Trainees and

training staff. This overview would include the evaluation procedures and timing of the evaluation activities.

- Training Calendar, including overall schedule of events and total hours allocated for each component. This includes both a brief narrative overview of the PST calendar (including the major activities or pieces of the PST) as well as a day-to-day general schedule that shows the frequency of different types of sessions, their placement in the training day, and the placement of major activities of the PST, such as "homestays, PCV post visits, and site visits. The calendar should be presented in a "one month per page" format to conserve space and present information in a useful way.

SUMMARY OF THE TRAINEE EVALUATION OF PST

A one- or two- page summary of the Trainee evaluation of PST should contain a brief overview of the process used to elicit feedback from the Trainees during the PST and the results of that evaluation. It is especially important to compare different methods or modes used for eliciting this information. You should also explain how the Trainees' evaluation of training feedback was incorporated into adjustments made during the training program.

DESCRIPTION OF TOT DESIGN

A complete TOT design should be on file. Your TOT design may not change a lot from year to year. The best situation (for reporting purposes) is to have a complete TOT design on file and to "report on" TOTs as they are done. This reporting would include:

- A list of overall TOT objectives.
- A list of TOT session titles.
- A copy of the TOT schedule including session times.
- Commentary as to how the TOT that was done compares to the design on file. Any differences or "departures" should be noted and explained. Also, commentary on the "standard" sessions may be useful.

SAMPLES FROM THE FIELD

SAMPLE OUTLINE FOR A LANGUAGE COMPONENT FINAL REPORT

Final reports are a useful source of information on many aspects of training design and several of them are included in the CD-ROM that is part of the this Resource Kit. As an example of how the information described above might be organized and supplemented, this is an outline of one such report, developed for a PST in the Czech Republic.

Outline of Contents

Overview
- Teacher Training
- Grouping of Language Classes
- Instructional Materials
- Method of Instruction
- Instructors' Work
- Component Evaluation
- Language Coordinator's Duties

List of Topics Covered
- Conversation
- Linguistic skills

List of Language Sessions
- Instruction
- Other Language Related Sessions
- Overview of Language Program Events

Discussion and Suggestions for the Future
- Program Strengths
- Program Weaknesses
- Suggestions for the Next PST

Appendices
- Summary of Teachers' Evaluation
- Summary of Trainee Feedback
- Summary of LPI (ACTFL) Results
- Comparing LPI Results by Components
- Language Materials and Handouts
- List of Supplementary Materials